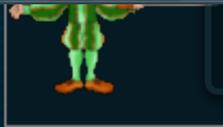


Announcement!

You have a new announcement waiting below.
click to view



Group		320 1250
Rank		70 100

The Academy

Rewards

Badges



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



Voyager 1st Class



Explorer



Adventurer



Ready to Build!



Accelerator

Awards



Coin



Kitten



Mushroom

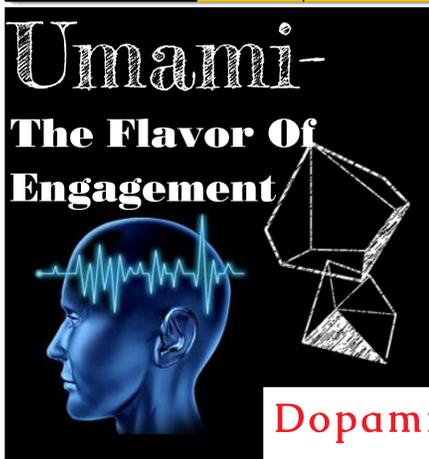


Sherlock



SuperStar!





Dopamine & Learner Engagement

Why Does Some Learning Thrill Us While Others Bore Us Endlessly?

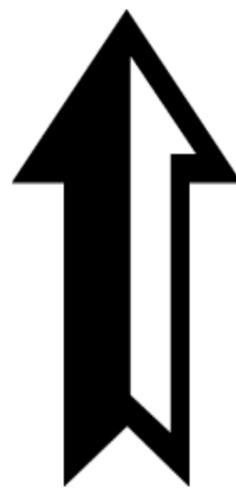
Dopamine:

Brain research conducted in the last ten years points to dopamine as a neurotransmitter that the brain creates, which triggers a sense of well-being and happiness (a reward mechanism). The fascinating thing for teachers involves "when" and "why" dopamine is triggered and why teenagers' undeveloped prefrontal cortex predisposes them to constantly engage in impulsive and risky behaviors. What does this have to do with how we educate them? The answer is everything. Because it is the chemical that is released in the brain when we are rewarded, dopamine must be present in the brain when we are learning or the information will literally go "in one ear and out the other." Dopamine is also released when a person gambles and wins (or loses), takes certain addictive drugs like cocaine, or just engages in a new exciting adventure.

[Dopamine 101](#)

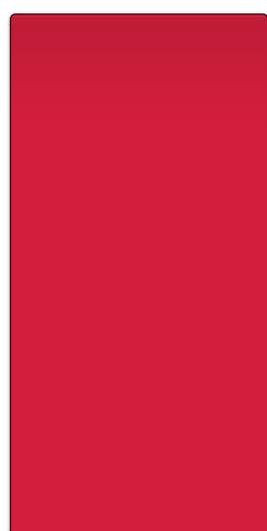
[Dopamine Mice Experiments- Rewarding Learning For Survival](#)

For many of our students and many of us as adults, learning about new things is an adventure and very rewarding, and dopamine levels increase in the brain to help us retain that new information. But for some learners, if dopamine levels are low, the new information literally goes in and out of the brain and is lost. Dopamine is like a "save button" in the brain. When dopamine is present during an event or experience, we remember it; when it is absent, nothing seems to stick. There are actually some regions of the brain that increase our motivation and interest in activities. Often referred to collectively as the reward center, the regions are activated by dopamine. And the more motivated and interested we are in an activity the more dopamine is released and the better we remember it. The reward center helps us to stay focused and repeat activities that were reinforced through positive outcomes – whether it is finding and returning to a location where good things happened in our life or just remembering interesting information.



Sir Ken Robinson- Batch Education Is Dead! Divergent Thinking Elevates Dopamine

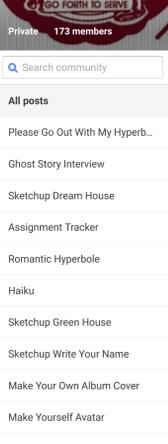
So as a teacher the important question is, "How do I increase dopamine levels in my students' brains so that they are motivated to learn and remember what I teach?" Also note that dopamine is literally shut off by boredom and predictability. Teens have a need to experiment and "push the envelope" because of their undeveloped prefrontal cortex. They are easily bored by routine and predictable teaching behaviors. This may be an "evolutionary" trait, as humans need to learn and evolve to adapt to their environment and survive. What if teenager's need to "conquer" risky and new situations (think teens, skateboards and stairs) is a biological imperative that "shuts off" later in life as we survive and successfully adapt to our environment. Whatever the case may be, teachers need to incorporate "unpredictability" into their pedagogy to engage and challenge their students. That is a big reason why project based or authentic learning is so powerful- because it incorporates a high degree of "real-life" unpredictability that triggers the need to solve problems and conquer real life challenges with the skills learned (dopamine reward). Technology, the internet, and social networking are perfect tools for this- It is not a coincidence that students always say that technology is "dope!"



[Dr. Andrew Doan-12 Step Addiction Recovery Expert;Doped Up On Media- How Video Games & Technology Are Changing Our Brains](#)

Arts & Communication Farrington H.S.

Notifications on



Private 173 members

Search community

All posts

- Please Go Out With My Hyperb...
- Ghost Story Interview
- Sketchup Dream House
- Assignment Tracker
- Romantic Hyperbole
- Haiku
- Sketchup Green House
- Sketchup Write Your Name
- Make Your Own Album Cover
- Make Yourself Avatar
- Wake Up Raps
- 03/02/15 Zombie Photoshop T...
- Feb 23 Photoshop Basic Instru...
- Edit Your Rap In Garage Band
- Your Anecdote
- Final Exam Inspiration Speech
- 2/9/15 Draw My Life/Povtoon/...
- 2/2/15 Create Own Website
- Final Exam Sketchup Rockstar ...
- Twilight Photoshop Pics
- Events
- Photos

Members (173) See all

Share what's new...

Text Photos Link Video Event Poll

Pinnd by moderator

Edmond Lee OWNER
Ghost Story Interview - Yesterday 9:04 AM

For the ghost story assignment, you are going to interview and video record someone about a "real" ghost story that happened to them. Pick your subject carefully and make sure it is ok to record them. We will be retelling and sharing their story and video

Read more

Ghost Story Interview Questions:

1. YOU ARE GOING TO RECORD THE INTERVIEW ON YOUR MOBILE DEVICE (get permissions FIRST)
2. What is your relationship to the storyteller? How long have you known them?
3. Tell us about the story/teller: How old? Job? Where did they grow up? Describe what they look like and anything that is relevant to the ghost story
4. Where did this happen?
5. Have them describe the time period and any other history relevant to the story
6. Who are the main characters in the story? Describe them
7. Have the person tell you their ghost story.
8. Does the teller have any information about why they saw the ghost? Any history or reasons?
9. Thank them for sharing part of their life with you!!!

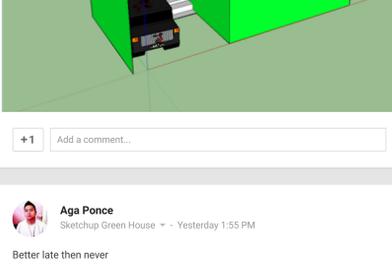
Ghost Story Interview Questions.pdf - Google Drive
drive.google.com

+1 Add a comment...

Spread the word

Invite people Share this community

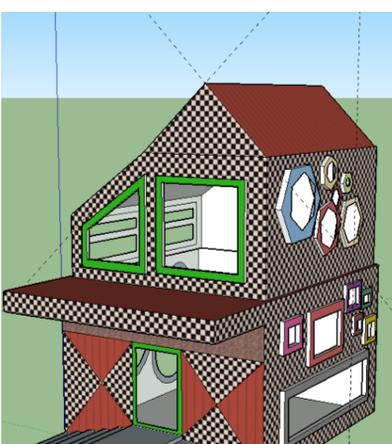
Harrison Reynold
Sketchup Green House - Yesterday 2:14 PM



+1 Add a comment...

Aga Ponce
Sketchup Green House - Yesterday 1:55 PM

Better late then never



+1 Add a comment...

10+ member requests

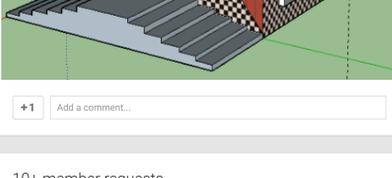
View all

- ArtElioraBousquet Approve
- Emission MAS-TU VU? Approve
- Quentin Bruyère Approve

Edmond Lee OWNER
Ghost Story Interview - Yesterday 11:29 AM

Check these creepy photos!

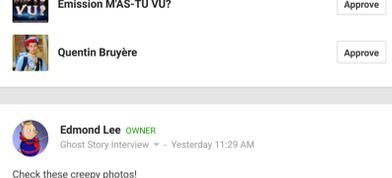
20 Creepiest Ghost Photos Ever Taken



+1 Add a comment...

Edmond Lee OWNER
Ghost Story Interview - May 6, 2015

Check out these creepy Japanese Urban Legends



36 Scary Japanese Urban Legends | Scary Website
scaryforkids.com

+1 Add a comment...

fatu jr fatu
Romantic Hyperbole - May 5, 2015

true story bro

brother love | Power Poetry
powerpoetry.org

I fist met her in the third grade my heart melted when I first layed eyes on you I wanted to be her bae we became closer everyday you made me love crazy my heart wanted more of you years flew by we were closer than ever my heart was like a crater waiting to be filled

+1 Add a comment...

April Joy Yap
Romantic Hyperbole - May 5, 2015

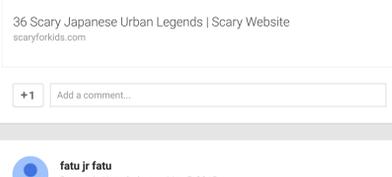
Another Shattered Soul | Power Poetry
powerpoetry.org

And no word in the english language could describe the feeling of dread that fell upon me while walking towards him. He stared into my eyes, knowing the pain that'll soon flow out of my mouth, and into his heart. Tears hugged the corners of his eyes refusing to let go. I

+1 Add a comment...

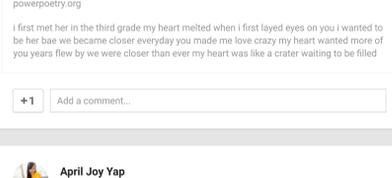
fatu jr fatu
Sketchup Write Your Name - May 5, 2015

late as hell bro



+1 Add a comment...

shannon auld
Sketchup Green House - May 5, 2015



+1 Add a comment...

Jonna Ramirez
Romantic Hyperbole - May 4, 2015

It isn't my fault, Im still a kid | Power Poetry
powerpoetry.org

Can I have a break, please! know I have all these responsibilities But I'm just a kid You're giving me a load with such hostility

+1 Add a comment...

Jonna Ramirez
Haiku - May 4, 2015

Haiku | Power Poetry
powerpoetry.org

Your a tiny sprout Grounded but you want to fly Spread your wings and soar

+1 Add a comment...

Merson K.
Romantic Hyperbole - May 4, 2015

Angel from above | Power Poetry
powerpoetry.org

You changed my world with a blink of an eye That is something that I can not deny You put my soul from worst to best That is why I treasure you my dearest Marit

+1 Add a comment...

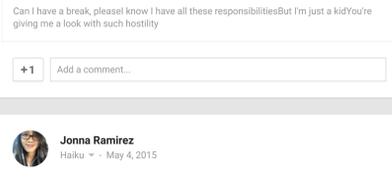
Merson K.
Sketchup Green House - May 4, 2015



+1 Add a comment...

Hanz Prellie Rumbaoa
Sketchup Green House - May 4, 2015

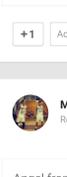
xP



+2 Add a comment...

Edmond Lee OWNER
Romantic Hyperbole - May 4, 2015

A Great Collection of Teen Love Poems With Hyperbole



Free Teenage Love Letters Best Collection
freesampleloveletters.com

+1 Add a comment...

Edmond Lee OWNER
Please Go Out With My Hyperbole - May 4, 2015

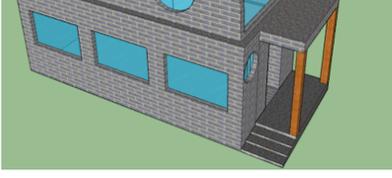
This week's assignment is to write a pretend (THIS IS PRETEND!!!) love letter asking out a secret crush that you have been obsessing over since the 3rd grade. You know that you are perfect for each other and you are the only one in the world to make him/her happy and fulfilled...

Read more (13 likes)

+1 Add a comment...

Edmond Lee OWNER
Please Go Out With My Hyperbole - May 4, 2015

Great examples of poems that use hyperbole



Poems With Hyperbole
mywordwizard.com

Poems With Hyperbole. These verses tell tall tales and stretch the truth just a bit. You'll have so much fun perusing this delightful collection form the writers at My Word Wizard.

+1 Add a comment...

Edmond Lee OWNER
Please Go Out With My Hyperbole - May 4, 2015

Example of 100+ Year Old Love Letter that uses a Pictogram code. Awwww! So cute yeah!!!!

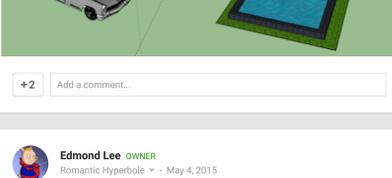
The Sun
The Sun
The Sun

+1 Add a comment...

Edmond Lee OWNER
Sketchup Dream House - May 4, 2015

This short video shows you how to get mentand furniture, cars, objects, people, etc. from the Sketchup component warehouse

MSVU Sketchup How-to Add Components



+1 Add a comment...

More

Rehearse For Life

Notifications on



Private 2 members

Search community

All posts

This Week 12-08-14

Discussion

Practice Activities

Team Projects

Events

Photos

Members (2)

See all

Share what's new...



Pinned by moderator



Edmond Lee OWNER

This Week 12-08-14 - Dec 11, 2014

This week we talked about how simile and metaphor and figurative language are used to influence people's emotions and spark them to action. Your assignment: 1) Review the following about writing romantic hyperbole <http://examples.yourdictionary.com/examples-of-hyperbole-poem.html>

Read more



Examples of Hyperbole Poem

examples.yourdictionary.com

+1

Add a comment...



Edmond Lee OWNER

This Week 12-08-14 - Dec 11, 2014

I would swim across vast oceans of time and trek through the blistering sands of eternity just to shelter in the shade of your beauty for one blessed instant.

No votes

OMG! Marry Me Now!

Wow! Almost Romeo!

Cool! Call Me Sometime

Dude! Are You Serious?!

+1

Add a comment...

Spread the word

Invite people



Edmond Lee OWNER

Team Projects - Dec 11, 2014

Please rate our project. The highest vote getting team will earn extra points on the leaderboard for the end of year prize- A hosted dance party Emceed by our own Mox and DJ Nate!

<http://vimeo.com/111238579>

1 vote

Bona Fide Rock Star

100%

Reality Show Star

0%

Big Man On Campus

0%

A Legend In Our Own Minds

0%

Who?

0%

+1

Add a comment...

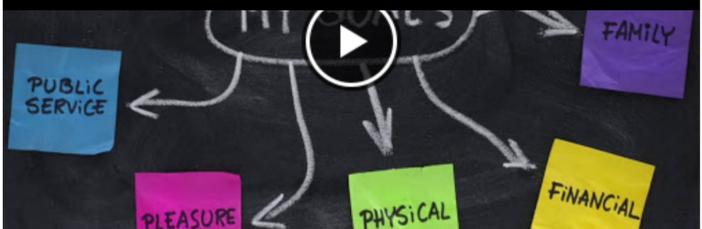


Edmond Lee OWNER

Team Projects - Dec 11, 2014

Please rate our project. The highest vote getting team will earn extra points on the leaderboard for the end of year prize- A hosted dance party Emceed by our own Mox and DJ Nate!

Kaezha, Naomi, Jynessa



+1

Add a comment...



Edmond Lee

This Week 12-08-14 - Dec 8, 2014

Edmond Lee originally shared:

Webinar where Mox will teach you how to free flow rap



How To Free Flow Like A Beast With Mox

Fri, March 20, 7:00 PM

Hangouts On Air - Broadcast for free

Did you watch?

Yes

Add photos

View original post

+1

Add a comment...

More



- HOME
- HOW TO UMAMI CRASH COURSE
- CLASS STUFF
- SOCIAL STUFF
- EVENTS & PRIZES
- FYI

THE 2015 HAMMY AWARDS



Join Us For All The Glitz, Glamour, And That Is The 2015 Hammy Awards! To Be Hosted In Second Life Sign Up Now In The Google+ Community Prizes Will Be Awarded

I'm a title. Click here to edit me

I'm a paragraph. Click here to add your own text and edit me. It's easy. Just click "Edit Text" or double click me to add your own content and make changes to the font. Feel free to drag and drop me anywhere you like on your page. I'm a great place for you to tell a story and let your users know a little more about you.

This is a great space to write long text about your company and your services. You can use this space to go into a little more detail about your company. Talk about your team and what services you provide. Tell your visitors the story of how you came up with the idea for your business and what makes you different from your competitors. Make your company stand out and show your visitors who you are.

At Wix we're passionate about making templates that allow you to build fabulous websites and it's all thanks to the support and feedback from users like you! Keep up to date with New Releases and what's Coming Soon in Wixellaneous in Support. Feel free to tell us what you think and give us feedback in the Wix Forum. If you'd like to benefit from a professional designer's touch, head to the Wix Arena and connect with one of our Wix Pro designers. Or if you need more help you can simply type your questions into the Support Forum and get instant answers. To keep up to date with everything Wix, including tips and things we think are cool, just head to the Wix Blog!

Call Us: 1-800-000-0000 / info@mysite.com / 500 Terry Francois Street San Francisco, CA 94158

- HOME
- HOW TO UMAMI CRASH COURSE
- CLASS STUFF
- More



© 2023 by ABC After School Programs. Proudly created with Wix.com





loading...

help

logout

profile

0 | 0

0 | 0

Rehearse For Life

Available 5

In Progress 11

Completed 0

Name XP Avg Time Rating Category Due Date

iMovie basics 20 -- mins No Rating Video No end date

How to make a Movie: Storyboarding 40 -- mins No Rating Video No end date

Module #2's Music Rap Video: Speak'n a Little Common Sense 40 -- mins No Rating Music No end date

6. Analyze a Video 25 -- mins No Rating Video No end date

Figuring out Figurative Language 50 -- mins No Rating Writing No end date

Music and Poetry 50 -- mins No Rating Music No end date

Parents Hate Their Kids' Music 10 -- mins No Rating Music No end date

Figuring Out Figurative Language Part 2 50 -- mins No Rating Writing No end date

Video Creation: iMovie 100 -- mins No Rating Video No end date

iMovie Tutorial 100 -- mins No Rating Video No end date

18. How Video Editing Programs Help Filmmakers 25 -- mins No Rating Video No end date

QUESTS 11

REWARDS 0

GROUP

ANNOUNCEMENTS 0



- HOME
- HOW TO UMAMI CRASH COURSE
- CLASS STUFF
- SOCIAL STUFF
- EVENTS & PRIZES
- FYI

This Winter's Battle Rap Event Will Be Held Live!!! Big Vs. Rapzila At The Republic & Simulcast On Google Hangouts. Sign Up Now In Google+. The Top 3 Teams The Leaderboard As Of January 31 Will Receive Free V. Tickets To The Live Event!!!



© Youtube Thejumpoff

Call Us: 1-800-000-0000 / info@mysite.com / 500 Terry Francois Street San Francisco, CA 94158

- HOME
- HOW TO UMAMI CRASH COURSE
- CLASS STUFF
- More



© 2023 by ABC After School Programs. Proudly created with Wix.com

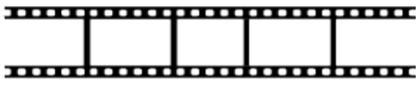


T-SHIRT THEATRE

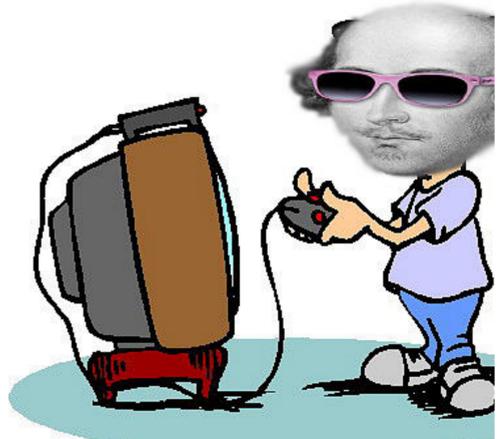


REHEARSE FOR

THE **PLAY** THE GAME OF LIFE



Life Is A Stage...



Life Is A Game...

AND WE ARE ALL BUT PLAYERS

Who We Are... (from The Star Advertiser)

T-Shirt Theatre Creates Rehearsal For Life

Farrington's student thespians
celebrate the human condition
in stripped-down sets

By Cherry Cachero and Tan Yan Chen
The Governor

"All the world's a stage
And all the men and women merely players
They have their exits and their entrances
And one man in his time plays many parts."
-- William Shakespeare, "As You Like It."



Cast and crew of T-Shirt Theatre pose after a double 12- hour rehearsal.

Taking that phrase to heart is Farrington's Gett!ng Dramat!c, which is making it possible for students to make the stage a rehearsal spot for real life.

"We want our students to feel comfortable rehearsing for it," said director and co-writer George Kon.

In rehearsing, students learn to make entrances, establish their presence, set and know their boundaries, and make exit

"The first step is to get the person through the door," said T-Shirt Theatre producer Walt Dulaney. "If you really want the apply for it. Don't just stay on the sidewalk."

Also, by making your presence known, "You tell the world you're prepared to work," he said. "Then set the boundaries you need to do the job, knowing when to speak up and say enough is enough."

Throughout life, everyone has to make exits. The challenge is to know when to move on -- with projects, relationships, e The idea for Gett!ng Dramat!c was seeded by Sherilyn Tom, former Farrington Language Arts Department head. In 1981 asked Dulaney and Kon to hold a two-day acting workshop on Shakespeare's "A Midsummer Night's Dream." Dulaney an soon expanded their successful two-day workshop into a two-week session that every first-year student at Farrington go through.

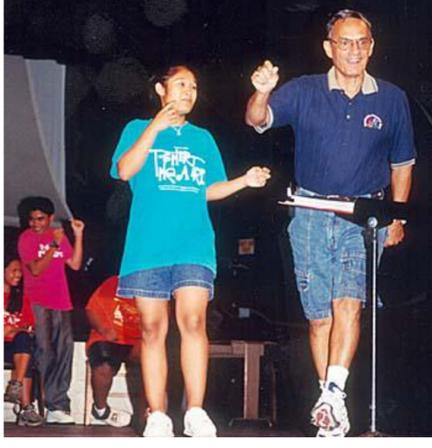
"T-Shirt Theatre is helping me learn about myself, knowing that there's nothing to prove to anyone but me," said sophom Leilani Naigan, a first-year cast member.

"My joys, laughter, excitement and fears are all here," added senior Nathaniel Corpuz, who brings his own life experience the roles he plays.

According to Principal Catherine Payne, T-Shirt Theatre has had a positive influence on Farrington's school culture.

"Watching the joy that each individual has when on stage and seeing them grow because of T-Shirt Theatre is a great pleasure," she said.

T-Shirt Theatre is a product of Gett!ng Dramat!c. Tom suggested that Dulaney and Kon start a theater company for talen students they encountered through Gett!ng Dramat!c.



Director Ron Bright runs through a song-and-dance routine with Lielzel Ballesteros.

Watch the cast members of T-Shirt Theatre perform their classic number "Lychee."

Its original goal was to create a live show, with little or no trappings, that an audience can easily relate to. Alumnus Ronald Rhor described T-Shirt Theatre as "a low-tech, high-zest theater company."

"We don't need all the props or fancy costumes. All we need are the shirts on our backs," he said. And that is how T-Shir Theatre got its name.

The company puts on two shows every year, one in the fall and one in the spring. This year, their 16th season, the fall production is "That Rascal Berlin," guest-directed by Ron Bright, legendary drama teacher formerly at Castle High.

"Berlin" celebrates the courage of immigrants who overcome obstacles and prejudices to succeed in assimilating into American culture and life.

The play is about Irving Berlin, the famous songwriter who wrote classics such as "White Christmas" and "God Bless Ame

His family immigrated to America from Russia when he was 5 years old.

"Resilience is the message of the play. Like the daruma doll, it's all about bouncing back up and never giving up," Bright "You fall seven times, get up eight times."

Many of T-Shirt Theatre's productions focus on the theme of resilience such as coping with depression, avoiding teen pregnancy and confronting personal prejudices. Other productions have tackled the topics of abuse, AIDS and drunken driving.

The student-written play "Tanks Eh?" conveys another recurring theme: appreciation for one another and the idea that gratitude not fully expressed can make people bitter, while a little thank-you will go a long way.

Call Us: 1-800-000-0000 / info@mysite.com / 500 Terry Francois Street San Francisco, CA 94158

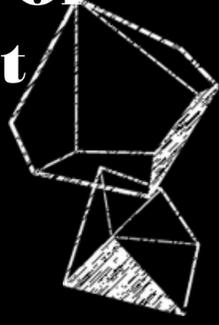
HOME | HOW TO UMAMI CRASH COURSE | CLASS STUFF | More



© 2023 by ABC After School Programs. Proudly created with Wix.com

Umami-

The Flavor Of Engagement



Our Vision



Hawai'i students are educated, healthy, and joyful lifelong learners who contribute positively to our community and global society.

Our Core

Values

Hawai'i seeks for its students to meet and exceed world-class academic standards, and do so in a way that reflects our island perspective. Hawai'i students have strengths and abilities unique to an island home, with a tradition of stewardship, community, and mutual responsibility. We will cultivate, advance, and draw from Hawai'i's rich traditions and Native Hawaiian host culture.

1. **COMMITMENT TO EQUITY & EXCELLENCE:** We believe every child is unique and deserves an excellent education—one that develops the whole student. Students succeed when their specific needs are met and their innate gifts and abilities are nurtured.
2. **MEANINGFUL LEARNING:** We learn from many sources and in many ways. Hawai'i provides abundant real-world learning environments relevant for success in a culturally diverse, technologically complex, and interdependent global society.
3. **CARING RELATIONSHIPS:** Education is a responsibility shared by all and the best results come when we work together with aloha, respect, integrity, and openness.
4. **CONNECTION TO COMMUNITY, FAMILY, AND AINA:** We see students as part of an extended 'ohana, the environment, a larger community and a global society. Hawai'i students value these connections and become stewards to help make our world a better place.

General Learner Outcomes (GLOs)

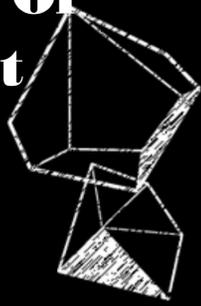
are the over-arching goals of standards-based learning for all students in all grade levels. Observable behaviors, which are demonstrated in daily classroom activities, are evidence of GLOs. Student effort, work habits, and behavior are important and they must be evaluated separately from academic performance in the content areas (in accordance with Board of Education Policy 4501: Assessing/Grading Student Performance).

The GLOs should be an integral part of the school culture as the GLOs do not exist in isolation. The six GLOs are:

- Self-directed Learner (The ability to be responsible for one's own learning)
- Community Contributor (The understanding that it is essential for human beings to work together)
- Complex Thinker (The ability to demonstrate critical thinking and problem solving)
- Quality Producer (The ability to recognize and produce quality performance and quality products)
- Effective Communicator (The ability to communicate effectively)
- Effective and Ethical User of Technology (The ability to use a variety of technologies effectively and ethically)



Umami- The Flavor Of Engagement



What Does Engagement Taste Like?

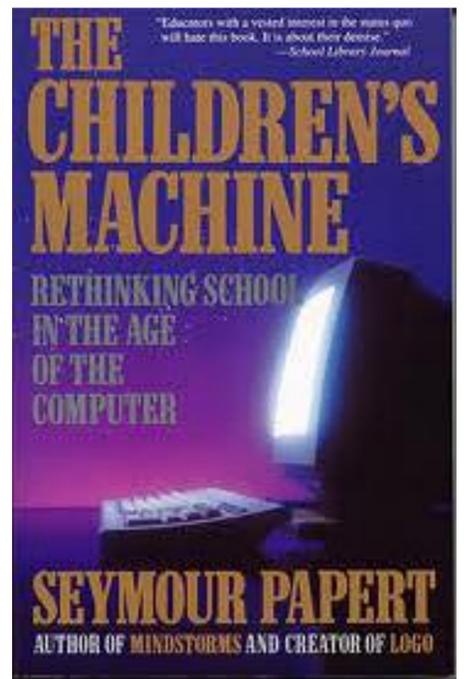
How classrooms can harness elements of play, collaboration, community, and creativity, to engage learners

STUDENTS TEACHING THEMSELVES- BEING TAUGHT BY TEACHERS AFRAID TO LEARN? WTH?!! LOL!!!

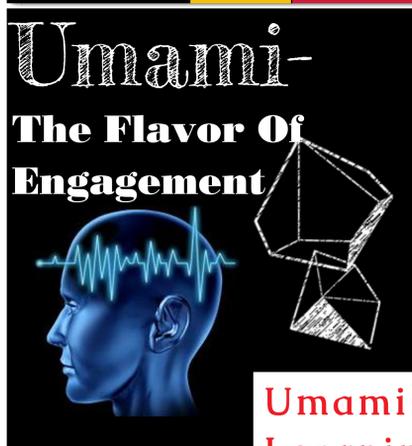
The [2013 Horizon Report](#) (link to report) notes that students spend much of their free time on the Internet, learning and exchanging new information- often via their social networks. In addition, the report finds that students are comfortable with playing games and “gamification” as a viable method of learning new material and skills in a simulated “real-life” context (Johnson et al., 2013).

Yet, sadly, school faculty training still does not acknowledge digital media and technology literacy as a key skill. So on one hand, we have a population of young learners who have grown up using the latest technology. They feel less effective and engaged if their learning does not involve elements of multimedia, social networking, and technology. On the other hand, they are being taught by an older generation that is still struggling to accept even basic technology tools.

[Seymour Papert](#)(1993) (who is Seymour Papert?) describes the computer as “the children’s machine” because of the way children have so easily acclimated digital technology into their lives. Rieber(2001) warns “if we want to capitalize on technology’s benefits for learning and performance, we may need to be more like them (children)... the phenomenon of play offers the best chance we have for both understanding and realizing the interplay between motivation, learning, and technology”. The [Horizon Report](#) troublingly notes that most academics are not using new and compelling technologies for learning and teaching, and lack training in basic digitally supported teaching techniques, and most do not participate in the sorts of professional development opportunities that would provide them (Johnson et al., 2013). Perhaps this is the crux of the problem, that educators have not, unlike their students, embraced elements of serious play into their paradigms of learning and teaching. Many educators feel that they need to be “trained” workshop-style in order to learn when they might be better served to emulate their students who venture, unafraid, onto the internet to “play” at learning new skills. It is a good reminder, as [Confucius](#) (link to The Analects of Confucius) remarked, to "treat all learning as play...and all play as learning."



TED TALKS- Carl Bass CEO of Autodesk: The New Rules Of Innovation



Umami- Is There A Flavor For Learning?

What Does Learner Engagement "Taste" Like?

Listen to Niki chef-owner of restaurant, pl selection of p dishes from he tasting menu a intimately exp what kaiseki m her. Note the craftsmanship attention to d she plans to c transformative for the diner. almost as if s talking about instruction fo

What Is Umami?

Have you every eaten something extraordinarily delicious only to have a hard time describing the taste? What you may have been unable to describe is umami. Biologically speaking, your taste buds are equipped to experience four basic flavors: sweet, salty, sour and bitter. After many years of eating and research, scientists (and chefs) now add umami — the almost mythical fifth taste of glutamates and nucleotides — as the mysterious fifth taste. Umami was first described in the late 19th century by Japanese chemist and food aficionado Kikunae Ikeda. He found that when foods age, like cheese, or when meat begins to cook under the heat of an open flame, the proteins within undergo a molecular change. Umami literally translates to “pleasant, savory taste” or “yummy.” A master chef creates umami by his or her deft combination of the basic flavors and skillful methods of preparation, very much like an artist he paints upon a culinary palate. In fact an amateur chef works with the same flavor profiles as a master chef but lacks the skill to create “yumminess.”

Where Is Umami Found? Umami- The 5th Taste

This is a great analogy for instruction. All teachers work with similar student “palates.” Benjamin Bloom described his famous Taxonomies of Learning in 1956 consisting of the cognitive, affective, and psychomotor domains. These are the domains that all teachers appeal to. Yet some teachers, like master chefs, are able to pique, stimulate, intrigue, and challenge students. They bring a level of “yumminess” to learning that other teachers find elusive. Is there a “learning umami?” If so, how can we, as educators, learn to trigger it. Do excellent teachers “flavor” learning with their insight and life experience and skill? All learning content can be compared to raw food. It must be prepared properly to create a feast. Students rarely (if ever) judge a lesson by whether it met Bloom's Taxonomy or whether it met all "the standards." Rather, they say things like, "Wow! That was so fun I didn't feel like I was learning!" or "That really struck a chord with me...I can really use that in my life!"

[Bloom's Taxonomy Explained](#)

[Seinfeld- Bloom's Taxonomy In Real Life](#)

To further extend the taste metaphor with respect to learning, the tongue plays only a small part of how we experience flavor: As anyone with a stuffy nose has found, the pleasure of food largely depends on its aroma. In fact, neuroscientists estimate that up to 90 percent of what we perceive as taste is actually smell. The scent of something not only prepares us for eating it (our salivary glands become active), but gives the food a complexity that our five different taste sensations can only hint at. If our tongue is the frame for the food – providing us with crucial information about texture, mouth feel and the rudiments of taste – the sensations of our nose are what make the food worth framing in the first place. Smell gives us our first clue as to whether a food is dangerous, spoiled, or even worth eating. What if human learning is analogous and students “smell” our lessons first to judge if they are truly flavorful and worthy of ingestion? If master chefs work with the basic five flavor profiles and use their skill and technique to serve diners a nutritious meal that is also delicious, how can teachers accomplish a similar feat using the domains of learning? How can learning be “delicious” to the learner? The answer is simple- in the same way that food appeals to the taste buds, learning must pique the senses and connect to the learner’s prior knowledge (i.e. be engaging). The ‘real world’ is extremely engaging because of constant sensory feedback, interaction with others, the real threat of failure or the promised reward of success. In the sterile, safe, disconnected classroom, however, this level of engagement is often sorely lacking. When teachers have students memorize Aristotle’s rhetorical triangle and it’s definitions, that falls far short of how real world politicians and advertisers use rhetoric to shape and manipulate public opinion and make us “buy” things, often against our will. It is no wonder that so many students find instruction to be dull and flavorless. Fortunately, technology now gives us the opportunity to engage the senses and reconnect with the real world.

Sir Ken Robinson: Do Schools Kill Creativity?



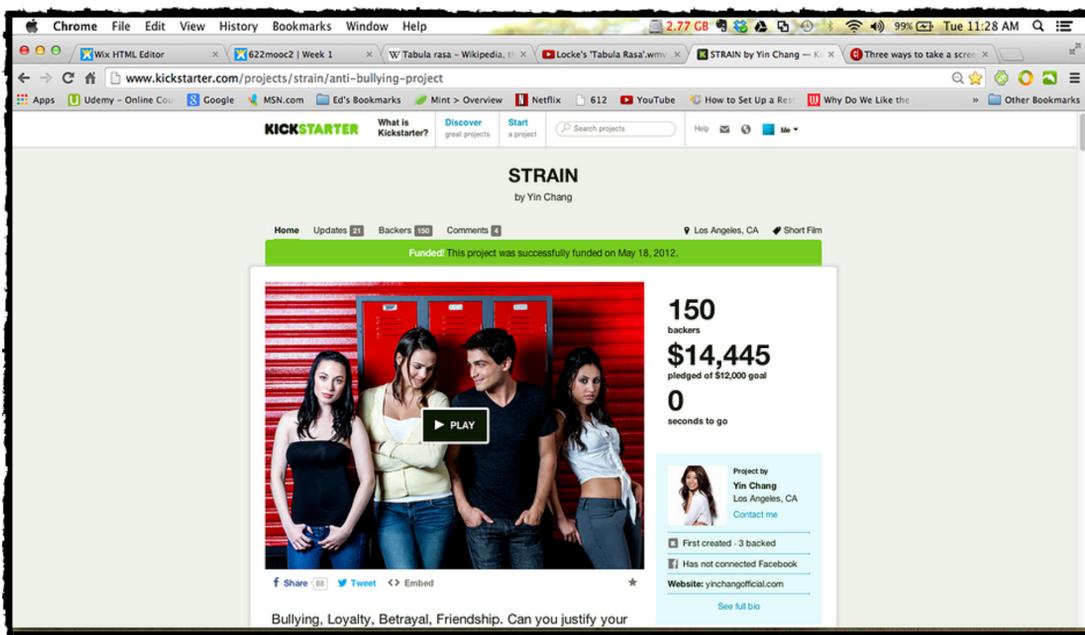
Week 4: Engage The Senses

Using The Five Senses To Trigger Pathos

Painting Emotions With The Colors Of The Five Senses:

According to John Locke, our blank slates are colored over a lifetime of experiences and memories. The skillful artist (teacher) who takes time to know and understand his audience (students) will know exactly how to paint (trigger) those memories to create emotions (pathos). This is the real skill of teaching- of speaking not only to the mind but also to the heart.

Case Study: Yin Chang- Anti Bullying Film "Strain"



In 2012, young Asian-American filmmaker Yin Chang from Los Angeles had dreams of making a high-quality anti-bullying film. Growing up Asian, she had vivid memories of being bullied and harassed on almost a daily basis. Turning to crowd-funding site **Kickstarter**, she was able to amass some 150 backers and over \$14,000 dollars. This was enough to hire quality actors and pay expenses for the production. The short film has gone on to win several very prestigious awards. Chang is trying to tell the story of bullying in a high-school setting. Of interest to us as engagement "artists" please focus on the following questions as you watch the film:

1. Why is the film entitled Strain? What is the double meaning? (hint: have you ever "strained" to see something? What does the best friend ignore in the film?)
2. Why did she choose to exclude dialogue? What is the effect of this? What is she trying to emphasize? How is she still able to tell the story?
3. Why are the characters wearing and exchanging "leis"? What do they symbolize?
4. How does Chang generate Pathos? What does she want you to feel? Did the film change your world view in any way? Or make you resolve to change your actions?



Anti-Bullying Film- If You Are Ignoring And Enabling Bullying You Need To "Strain" To See It. Someone's Life May Depend On It...

The Ultimate Challenge- Using Hyperbole To Trigger Romance: Marriage Proposals

Perhaps the ultimate example of using hyperbole can be found in marriage proposals. The author's intent is to so inflame and enrapture the listener that they agree to devote the rest of their lives with the suitor. As with rhetoric, familiarity with the audience and what appeals to them (Logos), the personality and character of the suitor (Ethos), and emotional appeal (Pathos) will prove the difference between bliss and dejection. For example, a line such as "God must be sad because he lost an angel that I found in you" might appeal to a teenage girl but would probably be deemed "cheesy" by an older woman. Romantic hyperbole is never "literally" true but wants the listener to know that "if it were possible" I would do anything for you- Even in death, I would swim across vast oceans of space and trek through the blistering sands of time to find you for an instant

Movie Trailer Marriage Proposal

Iphone Commercial Marriage Proposal



Week 5 Use The Brain As A Canvas

Using Technos To Pull Together Ethos, Logos, and Pathos

My Teacher Has A Brain...The Size of The Internet!

It is a known fact that students are engaged by media, music, and videos. Even better, if a teacher can use "just the right" video or song or example at "just the right time" to explain a concept he will both engage their attention and drive home the point with maximum efficiency and impact. But the million dollar question remains "how can I have just the right media ready at just the right moment?" Aren't spontaneity and preparedness mortal enemies? Actually- No! Teachers should get in the habit of using today's technology to enhance and extend their neural network. Imagine having, at your fingertips, a searchable database of anecdotes, stories, web links, media, notes, etc. that you can refer to and pull up at a moment's notice. Cloud-based mobile technology has made this a reality. Teachers should get in the habit of constantly "scanning" their environment for useful tidbits that can be used to illuminate their content. They are, in effect, constantly researching and maintaining (electronically) a database of anecdotes, jokes, analogies, and stories, videos, etc. (age and audience appropriate) that can be used to break the ice or to "pepper" their teaching with compelling and concrete "real-life" examples. A good recommended tool is the [Evernote](#) cloud-based note tool, which allows teachers to store simple notes, pictures, videos, files, soundbytes, etc. then easily search for them later. Teachers should create a logical classification system to save their database material (i.e. subject area content, ice breakers, GLO's, etc.). They can easily share links to these resources with other educators or students. More importantly, the teacher's "lectures" will now always be engaging, powerful, memorable, and appeal to multiple learner styles. Students will start to comment that "you get them!" Laughter will once again be heard emanating from your doors. Puddles of drool will stop appearing on your desktops after every class. Students will stop gazing at you like deer trapped in the headlights. Congratulations! Pat yourself on the back and continue walking with "swag" (confidence and style)...You sir/madam are now engaging! Let's look at some examples below:

Sand Art

Ilana Yahav is a "sand artist." By simply sprinkling sand on a light box, drawing with the various "brushes" of her hand, and projecting the resulting images in real time to music, she is able to evoke deep thoughts, feelings, and stunning revelations about who we are as humans. The performance is accompanied by music but all of the "action" and meaning is being created in the mind of the viewer. She is using our prior sensory experiences and our life experience with cultural stories and symbols to literally create a masterpiece in our consciousness. Similar to the "stream of consciousness" technique used by authors like William Faulkner where one thought leads to another then to a revelation (think about watching clouds and seeing shapes), the sand reveals pictures that spark truths about our own behavior and place in the universe. This can lead us to make meaningful change in our lives. This is the art of a metaphor fully expressed- from the artist's mind, through the art media, into the viewer, triggering the senses, sparking emotion, and leading to meaningful action. In "Let's Get Together," mankind is apologizing to Mother Nature for eons of abuse (the rose). Is it too late to make meaningful change? Not if we get together across the globe.



The Lord of Time

In "Lord of Time," The universe or "God" is created followed by his first creation (Adam and Eve). Mankind's first creation is love (Swan). This is followed by various images of time (pyramid, turtle, hourglass). The Lord of Time is revealed to be a woman who is lounging and "playing with" hourglasses (women are patient!). As she lounges, universes are created and civilizations rise and fall. The last hourglass becomes a goblet or chalice, symbolizing that mankind makes use of the time he is given. Missiles erupt from the glass, exploding in the air, only to become flowers. This brings to mind Einstein's famous saying "I don't know what weapons World War III will be fought with... but World War IV will be fought with rocks and sticks." Mankind destroys itself and only nature survives and Lady Time flips the hourglass to start anew. In the final image, the goblet becomes a cat (nature's perfect hunter- patient and merciless) which symbolizes death, who is stalking us all.

Dr. Martin Luther King- I Have A Dream Speech

We have all "seen" this speech, but have we really taken the time to savor the majesty of the language and see it with our hearts and minds? Martin Luther King is the greatest African American civil rights leader in American History. He was often known to use words to move crowds to exultation and tears, to spur pangs of conscience in wrongdoers, and to inspire followers to devote their entire lives to his cause of civil justice. As you watch his famous "I Have A Dream Speech," note how he uses vivid and striking imagery that appeals to your senses and paints your emotions (i.e. The Negro has been given a bad check or promissory note, seared in the withering flames of injustice). He combines his striking language with the sing-song intonation of a Southern revivalist preacher, resulting in 250,000 inspired protestors who will spread his message across continents and generations. That is the power of metaphor!



Christian The Lion- Warning: Tear Jerker Alert!

In 1969, John Rendell and Anthony Bourke were charmed by a baby lion being used in the department store display of Harrod's in London. On a lark, they decide to buy and raise the cub as a pet in their London flat. They name him Christian The Lion. Affectionate and playful as a puppy, Christian is seen riding around in their Mercedes convertible, chasing Rendell and Bourke through the grass, and eating meals with them at local restaurants. Soon Christian grew to big to live in the city. They decided to try to reintroduce him back into the wilderness of Africa, with the help of George Adamson, the man who inspired the TV show "Born Free." The climax occurs when Rendell and Bourke decide to visit Christian in the wild after more than a year. They approach a fully-grown, man-eating predator in his own habitat. Would Christian remember his friends? As Christian approaches, he bounds and leaps and becomes the "puppy dog" we remember, hugging Rendell and Bourke and licking their faces. We are inspired because friendship can cross continents and species and survive time. The original 1969 film debuts in 2010 on Youtube and instantly goes viral, reminding generations of people- both young and old- the value of friendship and love. Again, a metaphor.





Week 2: Developing Your Own Flavor- Humor In The Classroom

The difference between humor and tragedy is simple- when **you** slip and fall on a banana peel, that's humor...When it happens to **me**...that's tragedy!

-Groucho Marx

Laughter Has The Power To Fuel Engagement And To Help Students Learn:

Comedians and advertisers have known for years how powerful laughter can be. People will gladly pay hundreds of dollars and stand in line for hours to watch Eddie Murphy onstage. Yet these same people have a hard time sitting through a 45 minute physics lecture. What's the difference? Humor and engagement. Robert Mcneely, writing for the NEA, notes that comedy creates a comfortable learning environment for both teacher and student, fires up student brains, and brings content to life. Please read the NEA's excellent document [Using Humor In The Classroom](#).

As a teacher, the use of humor shows consideration for your audience (students). You are tacitly saying that you care enough about them to 1) learn about their "culture" and what they find funny 2) model "taking risks" in the classroom 3) use their reaction (laughter or deafening silence) to adjust your instruction. A comedian is like a musician or artist who is "playing" the audience, painting pictures and stories on the canvas of their mind. Incorporating stories and anecdotes is exponentially more engaging than merely lecturing on the material. In fact, it is no stretch to say that the best and most inspiring teachers are great storytellers. Storytelling harkens back to our most primeval instincts when elders shared their experience with the community over a campfire. As a teacher, you must become comfortable with sharing your life, your experiences, your stories, your **flavor** with the students. That is how we connect content to the real world and make it engaging.

Case Study: Conquering Cyberspace With Humor- From Tin Foil Bling To YouTube Partner- The Ryan Higa Story

As a teenager growing up in Hilo in 2006, Ryan Higa's mother purchased a "newfangled" video camera and Mac computer. That summer, Ryan and his friends, like typical teens, had a blast making videos and spoofs that they posted to a relatively unknown service called YouTube (television where you are the star!). The so called Yabo Crew's videos are infectiously funny and went viral worldwide. Today Niga Higa is a world-famous fixture on the internet. This is his story of "Draw My Life."

[Niga Higa teaches us "How To Be Gangster"](#)

[Movies In Minutes - Twilight](#)

[More Movies In Minutes- Titanic](#)

[Spoofing America's Best Dance Crew](#)

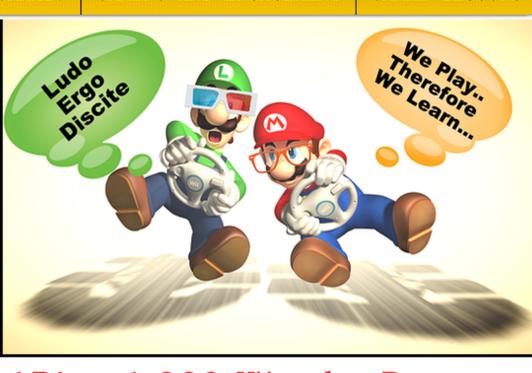
As teachers, we need to realize that our students love watching funny and engaging media (often in class during lectures on their mobile devices!). We can attempt to fight technology or we can embrace it and use it to flavor our teaching style and add engagement.

The Power Of Parody: Weird Al Yankovic

In February 1983, the King of Pop Michael Jackson releases the smash single Beat It. For the filming of the video, he hires some 80 real life Los Angeles Bloods and Crips gang members. America finds itself in an uproar- Is Michael Jackson promoting gang violence and glamorizing gang membership to America's impressionable youth?

A then unknown Weird Al Yankovic comes to America's rescue. His parody entitled "Eat It" reminds us that we should not take ourselves too seriously and that sometimes when you're backed into a corner and have no choice you just gotta "eat it!"

Parody is another excellent tool to foster student engagement. No less an artist than William Shakespeare makes frequent use of parody in his plays. Parody is a powerful way for students to connect with and remember content and material. For example, the Shakespeare play Julius Caesar can be very effectively taught to high school students by using the film [Mean Girls](#), which is a parody of the Caesar play set in a modern day high school. Please review this excellent lesson plan created by the NCTE (National Council of Teachers of English) on [Literary Parodies: Exploring A Writer's Style Through Imitation](#).



Week 3: 1Pix = 1,000 Words, But Words Should Also Paint Pictures

Thinking Like An Artist- How Can You Paint With All The Colors Of The Wind?

Disney's Pocahontas- On Learner Engagement

In the Walt Disney 1995 animated classic, *Pocahontas* falls for English Captain John Smith. She cannot help but bemoan his Industrialist, Anglican values that decree that nations must conquer and that land must be owned. In the now classic song by Vanessa Williams, she admonishes him to just "be" part of nature and appreciate her bounty without having to own it- to "paint with all the colors of the wind." The song is a great example of appealing to the senses to paint on the canvas of the human mind.



Pocahontas-Painting With All The Colors Of The Wind

Song Lyrics To Engage The Mind

Song lyrics are excellent examples of how artists (and teachers) use their medium to engage the audience. Writers use words, dancers use their bodies, painters use colors, but all seek to use the audiences senses to trigger memories that link to strong recollections and life experiences. If done correctly, the effect is magical, compelling, and moving. In 1988, American folksinger Tracy Chapman's song "Fast Car" reaches number six on the Billboard Top 100. The song's edgy style and compelling message make it an instant classic. But what is it really about? The song's chorus reads:

*You've got a fast car, I want a ticket to anywhere, maybe we make a deal
Maybe together we can get somewhere, anyplace is better
Starting from zero got nothing to lose
Maybe we'll make something, me myself I got nothing to prove...*

It quickly becomes apparent that this is a song about a young girl desperate to run away from a shattered, abusive home. She is asking her boyfriend to "save" her. The fast car is a symbol for running away from your problems. Two important questions emerge. First, can you truly run away from your problems and second, can anyone really "save" you from problems that you yourself have created? This song is a great example of using music to appeal to and engage the minds of teens (or anyone) in a discussion of subject area content (health, relationships, growing up, etc.).



Tracy Chapman- Is Your Car Fast Enough To Fly Away? We Leave Tonight Or Live And Die This Way...



John Locke's Tabula Rasa:

17th Century English philosopher John Locke was a major proponent of the Tabula Rasa (Latin for "blank slate") theory of human learning. He surmised that individuals are born without built-in mental content and that their knowledge comes from experience and perception. Therefore, our personality and intellect come from nurture (as opposed to nature) and as teachers, it is of critical importance how we imprint upon the impressionable slates of our students.

Tabula Rasa Animated

John Locke's Tabula Rasa

Simile, Metaphor, and Hyperbole: The Atomic Particles Of Art

So if you stop to really think about it, all art works in pretty much the same way. The artist uses one or a combination of your five senses to appeal to strong memories and experiences that trigger emotion (pathos) that 1) challenges our paradigms of the world 2) forces us to change our behavior or 3) makes us want to do something for others. The basic building block of this comparison is simile or metaphor (or hyperbole if exaggerated). Great artists, speakers, and storytellers all share one common trait. They are exceptionally good at identifying connections between real life and their art. They are always seeing lessons to be learned, stories to be shared, and inspiring connections to be made. Let's practice:

How To Write Hyperbole- The Subtle Art of Stretching Credulity

Often, writers craft simile and metaphor that "blow up" the comparison in the reader's mind. For example:

- "He was so rough he wore out his clothes from the inside." (Louis L'Amour)
- "She had a two-hour meeting scheduled every half-an-hour."
- "His language would blister the hide off the space shuttle."

This exaggeration is also called "hyperbole." It has several uses:

To speed up recognition:

Each of the character types described above is instantly recognizable in one line; a more subtle description of their character would take longer to develop. There is another word for "instantly recognizable character" of course: stereotype. Stereotype depends on exaggerated stock characteristics that are instantly recognizable: the extremely exaggetated Professor; the utterly stupid blonde.

To create humor:

Compare:

- "This chili is spicy!" to "This chili would boil on a cold stove."
- "I'm hungry!" to "If dinner isn't ready, I'll take a dinosaur, two bears, or five horses."
- "Caricature" is the exaggeration of the traits of a person or type:
- "I say, Old Thing," he drawled, "have you seen my Morning Dove Gray Waistcoat for Being Charming to Maiden Aunts at Two in the Afternoon?"

To exaggerate an effect, humorous or otherwise:

- In "the silence of the grave" and "the blackness of eternal night" a monster that "growls with eternal unslaked hunger" is a lot more frightening.
- When Jonathan Swift said "I cannot but conclude the bulk of your natives to be the most pernicious race of little odious vermin that nature ever suffered to crawl upon the surface of the earth" he was probably exaggerating. But it was effective.
- How many willowy blondes really have legs that go on for a mile?
- Exaggeration is used in humor, satire, horror novels, romantic description, sex scenes, sermons, advertising, reality TV, sports... anywhere words are used, exaggeration is used sooner or later. Exaggeration inspires! Exaggeration elicits a strong reaction (good or bad) from people, which can be used to manipulate their attitudes and behaviors.

Practice Writing Hyperbole:

- Describe a short, ordinary scene, like a man shopping for bread, cheese and tabasco sauce. Exaggerate all details and behavior. Aim for a humorous effect.
- Describe a short, ordinary scene like an elderly couple sitting in their living room reading. Exaggerate selected details to build up a feeling of terror, suspense, impending doom.

- Describe an ordinary scene like a couple eating toast and eggs together, and by exaggerating selected details create a mood of sensual excitement. Aim for romantic, sensual, and sexy without crossing the "PG-13" barrier!

Umami-

The Flavor Of Engagement



Week 6-8 On The Shoulders Of Giants: Creating An App

Learning To Use Technology To Create A Product To Teach Content And Inspire Students

Sir Isaac Newton On Giants:

Arguably the greatest scientist and one of the most brilliant minds of all time, Sir Isaac Newton famously remarked "nanos gigantum humeris insidentes." In Latin this means "If I have seen further than most it is because I have stood on the shoulder of giants." Newton was rightly attributing his success and brilliance to his teachers and other scientists who inspired and mentored him. As teachers, it is our responsibility to not just tell, but to show and embody the skills that we purport to teach. For this unit, you will get used to learning to be comfortable with being uncomfortable. This is a great metaphor for learning and sets a positive example for students. You will either learn to create a simple app or a simple game (see previous tab). Please review the following resources and choose one to create a game or app that reflects your content area:

Developing Your Own App

Writing apps for the iPhone and iPad is definitely not for newbies, but it is certainly something that middle school and high school students can master if they have learned the basics of programming. More and more teens and even "children" are developing apps for the IOS and Android Markets. A few have even had their apps acquired by larger publishers for millions of dollars. Take, for example, [Nick D'Aloisio](#) a seventeen-year-old who recently sold his news-aggregator app Summly to Yahoo for \$30 million in cash and stock. Developing games and apps is, perhaps, the ultimate in authentic, engaging, "playful" learning that stresses creativity and problem solving in real-world contexts. Students truly get to practice for the "business" of real life. They think they are "playing" when in actuality they are working and learning at an extremely high level. And the audience for these apps is gigantic through the App Store that Apple operates and the emerging Android and Windows Markets. Here are the steps that you need to take if you want to get started:

Meet Thomas Suarez: 12-year old and veteran app developer- Where do you go to find out how to make an app?



- Step 1 - You need a Mac computer from Apple so that you can compile apps. The cheapest entry point is a [Mac Mini](#). A [MacBook Pro](#) is a laptop that costs about twice as much.
- Step 2 - Once you own a Mac, go to the Mac App Store and download XCode. It is free. This package contains the development environment, the compiler, SDK and libraries, and a simulator so you can test your apps on simulated iPhones and iPads.
- Step 3 - Apple offers a series of introductory tutorials:
 - [Start Developing iOS Apps Today](#)
 - [Creating Your First iOS App - Hello, World](#)
 - [Creating Your Second iOS App - Storyboards](#)
 - [Your Third iOS App: iCloud](#)
 - If you are having trouble, you might want to check out [Udemy](#), which offers a free iphone development course for non-technical people. Also, it offers [How To Build A Mobile App](#) course for free.
- Step 4 - Once you develop your first app then it is time for [Your First App Store Submission](#) - You have to pay \$99 to join the Apple Developers Program to take this step.

Neal Goldstein, author of the "For Dummies" books talks about Iphone app development



Week 6-8 On The Shoulders Of Giants: Creating A Game

Learning To Use Technology To Create A Product To Teach Content And Inspire Students

Sir Isaac Newton On Giants:

Arguably the greatest scientist and one of the most brilliant minds of all time, Sir Isaac Newton famously remarked "nanos gigantum humeris insidentes." In Latin this means "If I have seen further than most it is because I have stood on the shoulder of giants." Newton was rightly attributing his success and brilliance to his teachers and other scientists who inspired and mentored him. As teachers, it is our responsibility to not just tell, but to show and embody the skills that we purport to teach. For this unit, you will get used to learning to be comfortable with being uncomfortable. This is a great metaphor for learning and sets a positive example for students. You will either learn to create a simple game or a simple app (see next tab). Please review the following resources and choose one to create a game or app that reflects your content area:

Programming For Students

These days, every student knows how to boot up a computer, log on, search the Web, and use applications. These skills are absolutely necessary for students' academic success as well as for their future job prospects. Being able to use the Internet and operate computers is one thing, but it is even more crucial to teach them to become content authors that actively use technology create products and solve problems. Giving students an introduction to programming helps peel back the layers of what happens inside computers and how computers communicate with one another online. Programming knowledge, even at a very basic level, makes technology seem less magical and more manageable. Programming also teaches other important skills, including math and logic. More importantly, it allows students to combine work and play creatively to interact, problem solve, and create products that they can share online. Because so much of our world is going online, programming, web development, and app development skills are becoming the new "lingua franca" of the digital age. Fortunately the web is home to a plethora of excellent, free resources to get you started:

Scratch

Developed by the MIT Media Lab, [Scratch](#) is a visual programming language for children age 6 and up. Since its release in 2007, over 800,000 users have joined the Scratch website and have shared over 1.7 million projects — from games to animations. That sharing aspect is an important part of the Scratch community, so the projects that are uploaded to the site are licensed under the Creative Commons attribute and share alike license so that others can download and remix them. Scratch is available free of charge and runs on Mac, Windows, and Linux computers.

Alice

[Alice](#) is a free and open source 3D programming environment designed to teach students object-oriented and event-driven programming. With Alice, students drag and drop graphic tiles in order to animate an object and create a program. A variant of Alice, Storytelling Alice was developed by Caitlin Kelleher as part of her doctoral work in Computer Science at Carnegie Mellon University. By emphasizing animations and social interactions, this approach was found to greatly increase the level of student interest in programming.

Gamestar Mechanic

[Gamestar Mechanic](#) is an award-winning game and community where you can make and share your own video games. Go on epic quests and earn powerful sprites. Use the tools you earn to design your very own games. You can play tens of thousands of games created by other users and share your games with your friends. Users are so engrossed in the game that they barely even notice when they level up from player to designer. The game and the accompanying Learning Guide are designed to foster critical 21st century skills such as systems thinking, problem solving, creativity, collaboration, digital media literacies and a motivation for STEM (Science, Technology, Engineering and Math) learning.

Gamesalad

The [GameSalad](#) motto is "Game creation for everyone", asking the question why should the ability to create a game be limited to those who can code? It is a great tool for creative people who just want to see their ideas come to life and be somewhat in control of their game without learning to program code. GameSalad uses a drag-and-drop interface allowing you to piece your game together and then assign behaviors to all the elements of your game. Best of all, GameSalad allows you to publish your work to major platforms such as IOS and Android.

John Maeda: How Art, Technology, & Design Inform Creative Leaders

[Scratch Programming Language](#)

[Alice 3D Programming](#)

[Gamestar Mechanic](#)

[Gamesalad](#)



**So What Are You Waiting For?
Choose A Tool And Start Creating!**



Week 9 Inspiration

Combining Ethos, Logos, Pathos, and Technos To Inspire And Speak To The Hearts Of Learners

What Exactly Is Inspiration?

Inspiration often occurs as if by magic, like a divine hand shaking you into realization of some deeper meaning or truth; the revelation of a powerful metaphor that makes us view the world in a new and deeper way. Parables are good examples of inspiration. The Bible, The Koran, Aesop's Fables are all examples of centuries old texts that use parables to engage, warn, entertain, and teach people about life:

[The Parable Of The Two Builders](#)

[The Parable Of The Good Samaritan- Modernized](#)

[The Fox And The Crow An Aesop's Fable](#)

[Thanksgiving Story- An American Parable of Sharing And Survival](#)

But what, exactly, is inspiration? How does it work and can you teach it? How could a teacher incorporate the element of inspiration to spark student engagement? Clues can be found in the ancient Japanese art form of haiku writing.

Haiku? Really?

Now, let us look at the centuries-old Japanese art of haiku writing, which Zen practitioners often compared to a "slap" of awakening:

How To Write Haiku- Two Lines and A Slap!

What is haiku?

Haiku is a Japanese poetry form. A haiku uses just a few words to capture a moment and create a picture in the reader's mind. It is like a tiny window into a scene much larger than itself. Traditionally, haiku is written in three lines, with five syllables in the first line, seven syllables in the second line, and five syllables in the third line. The third line should strike the reader like a thunderclap or a slap- a sudden burst of enlightenment that allows him to glimpse life more clearly (Zen)

Haiku examples:

Here's a famous haiku poem written by Basho:

An old silent pond
Into the pond a frog jumps...
Splash! Silence again...



Matsuo Basho 1644-1694

In this poem, we are the frogs. We are born into the world (the pond) where we create ripples via the actions that we take or do not take, the relationships that we develop, and the lives that we touch. Then we die and the pond is still. So what is "the slap?" Is this a happy (optimistic) poem or a sad (pessimistic) poem? Like all things in life it is about how we look at it! The glass is both half empty and half full simultaneously. We can choose to be depressed about the inevitability of death, or we can realize that we have only one chance to dive into the pond and should, therefore, make the biggest damn splash and whoop as loudly as we can as we dive in recklessly with our dearest friends and family members. There is no other way to live (Slap!)

Characteristics of haiku

The following are typical of haiku:

- A simple 3 line structure that consists of- 1st line five syllables, 2nd line seven syllables, third line 5 syllables
- A focus on nature.
- Use of natural objects in nature as metaphors for truths about life that will be revealed (slap!) in the last line. The last line strikes you like a thunderclap, leaving you with a greater understanding (feeling?) about life.

How to write a haiku - try it!

- Write two lines about something beautiful in nature. You can use the pictures below to give you ideas. Don't worry about counting syllables yet.
- Write a third line that is a complete surprise, that is about something completely different from the first two lines.
- Look at the three lines together. Does the combination of these two seemingly unrelated parts suggest any surprising relationships? Does it give you any interesting ideas?

Now rewrite the poem, using the 5-syllable, 7-syllable, 5-syllable format and experimenting with the new ideas or perspectives that have occurred to you. As you get better at writing haiku, you will start with the lesson about life that you want to convey then work backwards to find imagery in nature that best inspire the sentiment.

In feudal Japan, Daimyo lords frequently made it a night's entertainment to write haiku while they enjoyed sake with their friends. Their ability to write and interpret haiku reflected the depth of their warrior spirit and their understanding of Zen- the ability to capture the essence of life in any given moment.

Example:

I want to convey my appreciation to my parents for being stalwart, steadfast, and unflinching in their guidance of me as I grew up. I think of rocks...

Unmoving boulders
Cry and scream- they will not budge!
Thank you Mom and Dad

I want to convey fear about being seventeen, freshly graduated and facing an adult world that I have, heretofore, been sheltered from. I think of swift currents and rivers...

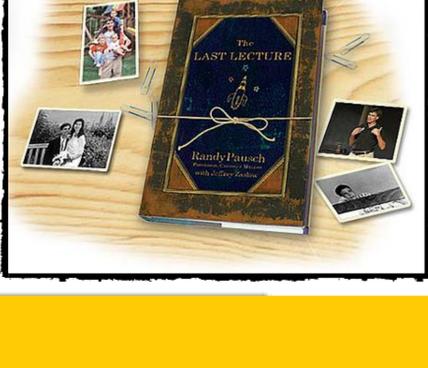
Swift, raging waters
Twist and turn, never ending
June...I must jump in!

[Haiku History](#)

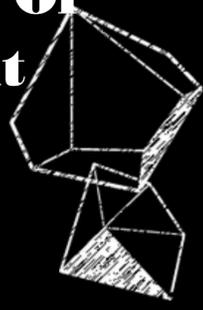
[How To Write Haiku](#)

Case Study: Inspired By Real Events- Randy Pausch's The Last Lecture

Randy Pausch was a Professor of Virtual Reality at Carnegie Mellon University. In 2007, he was asked to deliver a lecture to his students entitled "The Last Lecture: Really Achieving Your Childhood Dreams." In this lecture, the professor would speak frankly and passionately, offering real world advice to his students as if he were about to die. Pausch subsequently discovered that he was diagnosed with terminal pancreatic cancer. He decided to go ahead with the lecture anyway. The audience is immediately struck by his good humor and optimism and refusal to surrender or to even "stop having fun." At the end of the lecture, we find out the real reason for the lecture- to leave a message (legacy) for his then young and infant children who would otherwise never really know what their father stood for. As a viewer of the lecture, you cannot help but be struck by how extraordinary the human spirit can be in the face of adversity because of the power of love. We are reminded to "suck it up" and lift the level of our game. Randy Pausch is a great metaphor for how to live our lives at any given time.



Umami- The Flavor Of Engagement



Week 10-12 Walking The Talk

*How Teachers Can Combine The Skills And Teach
As Exemplars*

Content Area Standards Are Best Taught In A Real Life Context Using Technology:

[Reinventing A Public High School
With Problem Based Learning](#)

[Ted Talks: What 60 Schools Can
Tell Us About Teaching 21st
Century Skills](#)

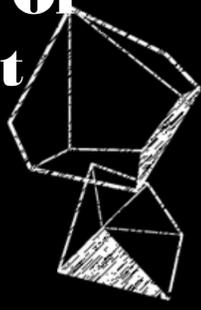
Case Study: Teaching Technology, GLO's, & Content Standards By Getting Out Of The Way So Students Can Learn



[BACK TO COMMUNITY](#)
[Home](#)
[WHAT IS UMAMI?](#)
[GAMING AND ENGAGEMENT](#)
[UMAMI LESSONS](#)

Umami-

The Flavor Of Engagement



Student Showcase

GET READY FOR THE HAMMY AWARDS!!!

For this final project, you have been assigned into teams in the Wikispaces class page:

- 1) Break up your team into the following roles (singer, rapper, sound technician, video technician, writer)
- 2) Have each group member complete the appropriate learning quests in 3D Game Lab to learn the skills needed to produce your music video
- 3) After your group has successfully completed all the quests and earned all medals and leveled up, schedule a Google Hangout with one of the artists to discuss and plan your project
- 4) Create your music video, post to YouTube and post the link back to the Google+ community. Make sure you comment on six other videos.
- 5) These videos will be judged, along with all other videos created by students statewide, in our annual Hammy Awards. Make sure your group signs up to attend the event in Second Life!














[Home](#)
[pages](#)
[changes](#)

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.

▼ Lessons

- How To Write Lyrics
- Lesson- How To Create A Background Music Soundtrack Using Garageband
- Tips For Becoming A Good Singer and Rapper
- How To Use Garage Band Basics
- How To Use Imovie Basics
- How To Do Green Screen Effect In Imovie

▼ The Community

- The Artists
- The Parents
- The Students
- The Teachers

[edit navigation](#)

  [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.

 [Comment](#)

  [Introductions](#)
edvislee Nov 18, 2014

Use the news feed to introduce yourself, start discussions, and manage your Classroom.

 [Comment](#)

