

Dublin Innovation Grant 2019-20 Planning Notes

[Dublin Innovation Grant Application Form 2019](#)

Team Leader email

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Team Leader first name

Rhonda

Team Leader last name

Luetje

Team Leader phone (district and cell)

614-760-4536 (voicemail)

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Current Role

Technology Learning Coach

Building

Grizzell

Name and building assignments of team members

Teachers in Pilot 2019-20

Davis: Amy McGhee, Sarah Redick, Pete Walker - Science 7; Davis: Drew Stagg, Stacey Wilhelm, Janice Onken - Social Studies 7; Grizzell: Sharon Dechert, Jay Baker, Mark Briggs - Science 7; Grizzell: Jim Hull, Mat Tisdale, Shawn Kaeser - Social Studies 7; Karrer: Karen Beekman, Bob Cline - Science 7; Karrer: Matt Anglea, Kathy Albert - Social Studies 7; Sells: Laura Blue, Jake Buehler, Erin Patterson - Science 7; Sells: Kristen Bennett, Annie Fussner, Jen Walter - Social Studies 7
MS Technology Learning Coaches: Toby Carpenter and Laura Tucker

Synopsis (250 words or less)

Visit bit.ly/learn-vr-ar for my full plan.

Through exploration of places and things in Virtual Reality and Augmented Reality, students become immersed in experiences from which they can connect new learning.

Students learn about new concepts more deeply and retain their understanding longer when those concepts are connected to life experiences. Although ideal, not all new learning can be connected to experiences. While some students are lucky enough to have rich experiences from which to draw, not all students have the opportunities to visit new places and see new things. There are also experiences that likely NO students have had – climbing to the peak of a mountaintop in the Swiss Alps, for example. With the use of Virtual Reality and Augmented Reality, the mountaintop and other powerful experiences can be brought into the classroom and shared with ALL students. As a result, students have the opportunity to construct their own lasting understandings around new learning by drawing from experiences.

My plan creates a VR/AR kit of 10 iPod Touches, 10 Google Cardboard glasses, and 10 Merge Cubes. These foundational tools will allow for opportunities for students to curate/consume VR and AR experiences, as well as for students to create VR/AR experiences for one another.

As a Tech Coach, I will work with district 7th grade science and social studies classrooms to intentionally design instruction around VR/AR. This pilot will allow us to evaluate the plan, revise it, and create additional kits for year two.

Budget Template

https://docs.google.com/spreadsheets/d/1M0KRijVWswR6piXonHkOVczzC17X9Zwlr80ZKjcRb_E/edit#gid=28335603

How many students will this innovation affect?

500+

Have you consulted with (you may select more than one):

- ✓ Principal
- ✓ Colleagues
- ✓ Students
- X Parents
- ✓ Other: Tech Coaches, Lindie, PLN of Central Ohio Cohorts

A two to three minute video is required as part of the application package.

Post the URL for your video as a link below. In your video, please introduce yourselves and your idea. Tell us anything you want us to know about your idea. Please do not simply read a script - just pretend you and your team are talking to someone in a video conference call. The video should be no longer than three minutes. Please use Screencastify to record your video and share the link once you have saved it to your Google Drive. If you need support in using Screencastify please access the Technology Survival Guide in your Google Drive.

Link to video *

MY VIDEO...

- Thanks for considering this proposal!
- Let me tell you a little bit about it...

- Became interested several years ago
- Observation in Pickerington
- Teacher was teaching potential energy and kinetic energy
- Used Google Cardboard to have kids experience riding a roller coaster
- Talked with a kid - does this help you understand?
- The student said - Yeah. I've never been on a roller coaster before.

- Passion Project
- How can we use Virtual Reality and Augmented Reality **intentionally** in the classroom to impact student learning?

- Some kids have opportunities to travel, go to museums, and experience a wide swath of their world

- Some kids spend summers at home, perhaps watching little brothers and sisters while parents work - Don't get same opportunities
- Some experiences are out of reach for everybody!
- Research supports that kids learn things more deeply and retain that new learning longer if they are able to construct the new learning by connecting to an experience
- Close the experience gap!
- Let me highlight the connections
- Profile of a graduate
- Knowledge – Global Awareness
- Google Geo Tools – Expeditions (VR/AR), Tour Creator, and YouTube 360 – are immersive environments where students can become aware of the world around them.
- *YouTube 360 - Mountaintop*
- Skills – Create and Innovate
- Consuming VR/AR content is powerful.... BUT having students create content for other students adds yet another level.
- *Merge Cube - Castle in Tinkercad*
- Habits – Empathy
- Many students learn about other times or cultures. Without being able to have the experience on some level, it's difficult to put yourself in another person's shoes.
- *Google Expedition - Great Depression*
- Connections to district's Blended Learning and SAMR Model
- Teaching above the line
- Allows us to do something previously inconceivable