



Session Notes -- 1.14.17

Who's here (and position)

Ben Brazeau (tech integrator Green Bay @Braz74)

Sandy Eskrich, Principal, Savanna Oaks Middle School, VASD

Shaba Martinez, Library Media Specialist at Bruce Guadalupe Community School, MKE

Kelsey Hanson, 5-8 Historical Literacy, Johnson Creek School District

Victoria Toebe 4th grade, Reading, Johnson Creek School District

Christine Wayda ½ multi age classroom, Milwaukee

Jen Holberg, 6-12 Library Tech Specialist, Mauston @jholberg

Carly Kempton, High School English, Johnson Creek School District

Danielle Bendt, Marshall HS, Science @MrsBendt66

Scott Raaflaub, 7th grade Comm. Arts, Cedarburg School District @scottraaflaub

Jenny Martin, 4th grade teacher, School District of Janesville @JennyM_99

Joy Kirr, 7th gr ELA, Arlington Heights, IL @JoyKirr

Tami Burke, 5th Grade teacher, School District of Janesville @TamiBurke

Diana Barber, 7/8 math, Deerfield Middle School

Resources

gg.gg/51stuvoice

Tech Tools for Sharing Work/Creating Work

- Google voice text
- Tellyprompt - free teleprompter where kids can type the text in and it will scroll for student to read
- WeVideo (paid version has screencast function...inquire through CESA 5)
- Google Applications (Google Slides with Q&A function) narrate over it
- iMovie - movie trailer app integrated
- Peardeck
- Nearpod
- Kahoot, Quizlet, Formative
- Stop Motion
- Screencastify (Chrome extension)
- [Vocaroo](#) or [Twisted wave](#) (voice recorder) to save and assess discussion - tell students to have Chromebook open and recording their discussion so you can evaluate later. Can upload to Google Drive/Classroom
- EduCreations
- Draw and Tell - good for small children

- Chatter Pix - you can record your voice and have a character talking with your dialogue, good for students who are shy and don't want their image shown
- [ThingLink](#)
- Digital Read Works - sorts texts by lexile level
- [Curiosity Machine](#) - different challenges you can participate in
- Text summarizer or simplifier tools
 - [Rewordify](#) - allows you to import a text, and then you decide how simplified it will be
 - <http://www.simplish.org/>
 - <http://textsummarization.net/text-summarizer>
 - [Smmry](#)
- [Right Question Institute](#)

Passion project - Genius Hour Project (similar idea)

- Students select a project to work on across a quarter
- Must have an authentic audience
- Museum night where students present project to families and community members
- Students need help to find more innovative ways to share their learning (other than a Google Slide presentation)
- Shared TED talk
- Help students pick a project topic where the answer to their question can't just be Googled
- Telly prompt tool
- Try some of these Interactive presentation tools on [these base tabs on the GeniusHour LiveBinder here](#) (Easy access to Genius Hour resources: tinyurl.com/GHLiveBinder)

Authentic Audiences

- 8th grade learning night - invited parents, coaches, etc. to be part of presentation nights
- I movie with trailers
- Stop motion
- Newscasts- school news program - ELA and journalism

Example for Math

- Give student a math problem in a Google drawing
 - Students have to solve the problem, but screencast their thinking and dialogue
 - They could click and drag the pre-made content from the teacher's Google drawing to show how they used the elements to solve their problem

[Alice Keeler](#)

How to help staff allow voice and choice:

- Tell students they can do any project they want, but it must meet a certain curriculum standard (ex: how the U.S. gov't play a role?)
- Start with what teachers want students to know, then students can have choice from there if they are meeting those learning standard
- Ask students "what would you do if you weren't afraid?"
- Require a contract of how they will demonstrate mastery

- Give students a task/skill to master, give them a list of choices for how to demonstrate their mastery of that concept, and then meet with them and sign a contract showing their plan for how they will demonstrate their learning.

For those who are used to being told what to do and struggle with the idea of choice: [subtabs on the LiveBinder here](#)

[“I don’t know what to do...yet”](#) - help with idea

[We can’t assume students know how to choose](#) - article

Check out Chapter 10 from A.J. Juliani’s book [Learning by Choice: 10 Ways Choice and Differentiation Create an Engaged Learning Experience for Every Student](#)

Chapter 10 - What to do when students struggle with choice

Problem #1: Students are not allowed to learn what they want, and instead learn to play the game of school.

Problem #2: Students graduate or leave high school without knowing what they are passionate about or having a true purpose for learning other than grades.

Problem #3: The world is filled with many adults who hate what they do for a living, only doing it to get by.

“When a student chooses to do nothing with their time, it is not a complete “failure.” It’s merely their reaction to Problem #1. They’ve spent much of their schooling fighting for a grade, complaining about grades, or worrying about grades. Every paper, project, and assignment they’ve worked on has been crafted by a teacher (or textbook) with guidelines, steps, and usually a rubric for evaluation.

If you don’t remember what it was like to be a student let me remind you: It’s exhausting.

So, when a student chooses to do nothing, resist your urge to be mad and/or upset and instead focus on getting to the root of the issue.”

Step 1: Talk with the student about LIFE (not the project).

Step 2: Ask them for help.

Keep them active helping you and other students.

Step 3: Find a new purpose.

Their only purpose lately has been for a grade.

Find out what they want out of it.

How to allow students voice:

- Give them an allotted time to ask any question they want, and then explore the answer/discuss the answer