

Module 3: Instructional Design

Create a substantive 250+ word **comment** that connects to the sources in this activity and expands/extends the discussion:

- Share a successful learning experience you implemented with technology that was successful. Why was it successful?
- Share a learning experience you implemented with technology that was not successful. Why was it not successful? What could you have done differently? What lessons about technology did you learn from the experience?
- Include references from sources/materials from this module.

Review the links from your colleagues. **Reply** to 2 colleagues – 1 who shared a successful learning experience and 1 who shared an unsuccessful learning experience that you relate. Explain why you relate on the Google Doc under the link.

Alisa Vilabrera -

<https://padlet.com/avilabrera/alisa-vilabrera-zcyuz9kp0x54gijw>

Reply to Alisa's successful learning experience.

I can totally understand and connect with your experience because I've been in a similar situation myself. In my math class, I've used Desmos and Kahoot, and my students were really excited to try out these learning platforms. It was amazing to see how engaged they were while solving problems and exploring new concepts. I've noticed that these activities encourage my students to take risks and think critically. I completely agree with you that when technology is integrated effectively, it can completely transform the classroom and make it more student-centered.

Li Huang

Reply to Alisa's successful learning experience.

Alisa's successful learning experience makes me think of the Envision 2.0 Math digital platform. This platform provides different tools and digital math manipulatives to show "your work" and explain "your thinking". When I started to provide students with opportunities to show their work on a smartboard with the help of this platform, I noticed that students got more engaged and motivated. Math lessons started to be more fun and meaningful.

-Victoria Pastushenko-

Reply to Alisa's unsuccessful tech experience:

As far as your less successful experience, I completely understand how you feel. As educators, we are excited when we find an activity or resource that we believe is going to support our instruction, and boost our students' learning. Your reflection on modeling the worksheets is sound especially when using "ready-made" activities, such as the digital citizenship and digital literacy lessons and online worksheets provided with the Common Sense Media curriculum. Similar to your example, I also planned a series of lessons that required more knowledge of the technology and more practice using the features of Google Slides, and the lessons were overly ambitious for my 3rd graders. Similar to how you described the way in which your activity did not go as planned, my activity also needed much more modeling and slowed down guided practice than I provided. I am definitely changing the way I do this activity next year to make it more enjoyable and less frustrating for my students- and for me.

- Phal Bhatt

Reply to Alisa, I too used Book Creator to create storybooks and it was the highlight for my students to search for pictures and create a narrative. They loved the part when they all published the books for everyone to read and provide feedback. Book Creator is great because it provides creativity, self-expression, digital literacy, differentiation and overall engagement and motivation.

Thank you for sharing- Ingrid Blumberg

Rachel Aspenleiter-

https://www.canva.com/design/DAFI02vhzQE/yjwrMhz1s_SWccxPxjaikw/edit?utm_content=DAFI02vhzQE&utm_campaign=designshare&utm_medium=link2&utm_source=sharebutton

Reply to Rachel Successful Learning Experience:

I can relate to the successful learning experience because I use Wordwall in my classroom in order to differentiate and supplement student learning activities. The students are able to pick and choose puzzles that appeal to them. All the puzzles are for the same topic we have been reviewing in class but the choice of puzzle gives the students autonomy of choice and differentiates for the varying abilities in the classroom. Your success makes me want to know more about ActivInspire as its a tool I am familiar with but do not utilize all features of. - Alisa Vilabrera

Reply to Rachel's unsuccessful learning experience.

I can relate to your challenging learning experience where students can have misunderstandings if they lack guidance in using technology. In my own classroom, I had a similar situation when I asked a student to share their answer on the Promethean board. However, after a few minutes, I realized that the student didn't know how to use the Promethean board properly. To address this issue, I took the time to teach my students how to use the Promethean board properly. This experience reminded me of the importance of assessing my students' prior knowledge and providing explicit instruction to bridge any gaps.

Li Huang

Reply to Rachel's unsuccessful learning experience.

I can also relate to your unsuccessful learning experience. It reminds me of a time when I asked my students to use Seesaw to complete literacy and math assignments. However, most students had a difficult time navigating the program and using tools to complete assignments. Even though the media is a child friendly one; the lack of experience of how to navigate and use the tools of this program brought a lot of issues.

-Victoria Pastushenko-

Rachel, I can totally relate to you feeling unsuccessful with EnVisions, during Covid I went from librarian to first grade teacher, and my school also used EnVisions. The program had so many features. I was never able to figure out how to use all the components. I was grateful that during remote the students were able to access the math pages, and I was able to use it online, so my math lessons continued seemingly without a hitch. I loved the video explanation of the concepts, but I was always aware of the fact that my students weren't getting the full benefits of the program because I couldn't figure out all the pieces. It became a source of frustration for me.

Thank you for sharing,

Annmari

Li Huang -

<https://new.express.adobe.com/id/urn:aaid:sc:AP:15219d5d-e44c-5b6a-a1df-6efdbee3a9d2>

Reply to Li's successful tech experience:

Hi Li,

I really enjoyed you starting your experience with a population of learner that are unique. As we know technology can provide some great learning experience for our learner. However, as you pointed out. Selecting the right technological tool(s) to accommodate student learning needs is very important. Seeking out additional learning tools or creating a file that sort the different learning tools based on their uses can also be helpful. The more we learn about technology the different ways that we are able to effectively implement them in our teaching experience. The better equipped we will become as educator to provide our students with the best learning experience when technology is been implemented.

-Shelane Edie-Parker

Li, I enjoyed reading your accounts of your two experiences using technology. I agree with the appeal and engagement aspects of Kahoot - and many other similar game-type activities . I also see the same enjoyment and focus among my students using keyboarding games on abcy.com which I mention in my reflection presentation. Yes, there is a lot of research that shows the effectiveness of using well-designed educational technology that enhances learning experiences for students and allows them to work on building skills across multiple subject areas and topics. There are definitely so many options of these kinds of activities and platforms for us as educators to try out and figure out which ones will maximize engagement, boost learning outcomes and also be fun. I am inspired to try making a Kahoot for one of my science classes! Thank you.

- Phal Bhatt

Li, I also use interactive games such as Kahoot in the library. I find that they can serve a multitude of purposes. Sometimes I use them as a motivational tool, to check prior knowledge of a subject matter. Sometimes I use them as an assessment, but whenever I use them, it is always loud. The students are engaged and very competitive no matter what their age.

Thank you for sharing,

Annmarie

Phalguni Bhatt

https://www.canva.com/design/DAFmHM2ODA8/2IVImzH5g1FFP5yGNLE1Yw/view?utm_content=DAFmHM2ODA8&utm_campaign=designshare&utm_medium=link&utm_source=publishsharelink

Reply to Phalguni:

I can relate to your unsuccessful experience. Thinking that you have laid out an appropriate lesson for the grade and specifications of your class only to still run into issues is something that can be experienced with or without technology. We can all take away that when learning something new or utilizing technology simplicity and fewer options is best until the student becomes familiar with the concepts. - Alisa Vilabrera

Reply to Phalguni, I definitely can relate to your experience in creating a project that would teach students how to use Google Slides for their presentation. The abundance of tools and options can lead to confusion or frustration, requiring additional support and guidance from teachers. Creating a project with Google Slides can be overwhelming and sometimes you may think a lesson will go fast but it takes longer than the one/two days it was initially planned for. I remember I had to demonstrate steps to change the layout, provide a background or add pictures, videos and text. Overall, I ended up finalizing the revisions myself just like you. I agree with your next steps to make this process easier. It might be easier for every student to edit their one or two slides assigned rather than creating their own presentation with multiple slides. It is definitely important to make sure the students do not edit another students' work while working simultaneously on the same presentation. Establishing clear guidelines and strategies will help ensure a smooth collaboration. Thank you for sharing, Ingrid

Reply to Phalguni's unsuccessful learning experience.

I can relate to your unsuccessful learning experience because I tried to teach my third-graders the basics of google slides during the informative writing unit. I notice how you said you were overambitious in what you wanted the students to complete in the allotted time slot, this happens to me often especially because students can work so slow when using computers. I have found the less you give students at once the more creative the students can be with the work they are doing. I think the most important part is that we are able to recognize and then

change it for future lessons to allow students to be able to achieve set goals.

Thank you for sharing your experiences.

-Rachel Aspenleiter

Ingrid Blumberg

https://app.nearpod.com/?pin=05C101AC7552760A4F089FCD50798C8F-1&&utm_source=link

Reply to Ingrid's successful learning experience.

I enjoyed reading about your successful learning experience and can relate to your experience. I feel we both use technology in a similar way everyday. During your benefits paragraph, I saw a quote that I relate to because everyday I add notations or emphasis by different tools on the Smartboard. I notice how you said you incorporate videos, images and watch presentations to enhance each lesson, I do the same. I also enjoyed reading about your interactive quizzes, I will have to try that one day!

Thank you for sharing your experiences.

Rachel Aspenleiter

Reply to Ingrid's unsuccessful learning experience.

Ingrid you are so lucky to have a Smartboard! I will definitely tell you to not get too upset with yourself for not setting guidelines beforehand for the Jamboard because they will move all the pieces no matter what! I can totally relate with that, during remote instruction my students created pages and pages without me prompting to or scribbling all over the slide. Perhaps I would also maintain your guidelines somewhere visible on your screen or visible to them and pray they decide to follow 😊. I enjoyed your presentation , definitely Related to it!

-Thank you for sharing!

Kathleen Gomez-Rodriguez

Victoria Pastushenko

https://docs.google.com/presentation/d/10JzLLsKG6oB4ZrvNd0Q-JDInyC96nx7PtCOrv4NX_u8/edit?usp=sharing

Kathleen Gomez-Rodriguez

[My Digital Experience Presentation](#)

Shelane Edie-Parker

[Padlet Activity Reflection](#)

[Padlet Slideshow](#)

Reply to Shelane's successful learning experience.

Shelane, I learned something new from you, I had no idea you can make nice presentations on padlet! It seems very easy to use and from your experience it seems like it was also pretty easy for your students too. I definitely like the visuals as well. I completely agree with you on how student centered the activity was. It seemed like your students demonstrated a degree of independence completing their book reports while having fun. I would definitely use this tool as well since we read a lot of books together and can make it come alive with technology.

-Thank you for sharing!
Kathleen Gomez-Rodriguez

Annmarie McLeoud

<https://jamboard.google.com/d/16lp45ZiauBynLScRabpikUDBhAwNlcH-gs3xnSCfwQA/edit?usp=sharing>

Matt Angeron/Mod3Act3: Jamboard

After previewing Prezi for a couple of days I was able to familiarize myself with some of the key features and functions. I really enjoyed the zoom-in engine but ultimately had to choose a different digital medium partly because of limited interactive options. Aside from versatility, accessibility, and platform modality, the range and depth of interactive features plays a vital role when working with the traditionally shorter attention spans and limited response options that is typically demonstrated by my student population. Considering this, and working within the unfamiliarity framework, the best remaining option was Google's Jamboard.

Over the last week I casually implemented aspects of Jamboard within my teaching using a few different formats. I frequently employ the use of interactive, collaborative whiteboards in my lessons, although mostly as a support or auxiliary function. However, my students are acquainted with their general use. So, I feel I was able to get an accurate measure of their response to the program, as opposed to task mastery.

One aspect of Jamboard that worked well was using it as an initial launching-off point. Students were able to scan a QR code to join the Jamboard, check-in using a preferred response method, and preview the agenda for that class/lesson. On the opposing polar hand, I did not foresee how much of a distraction some of the editing features would prove to be – most notably the laser pointer. This could have been managed more effectively by reinforcing rules and consequences, and reducing the amount of down-time via student helpers or improving lesson pacing. At the same time the developers at Jamboard/Google could easily include an option to set/limit features options by the Jamboard's owner.

There are other pragmatic and realistic improvements that can be adopted by the Jamboard devs. If Jamboard allowed an option for the "owner" to group and lock objects, I'd be able to further expand this activity's UDL features. This will allow lower-functioning students and/or students with more severe physical limitations independent access.

Jamboard Example:

<https://jamboard.google.com/d/1cqVsMVQ3TvFFAFQIdSCiapLarfbma8Jnm1EDB0sWV8M/edit?usp=sharing>

Re: Phalguni

I really like the idea of game-based learning, despite the tendency for my students to get over-competitive with each other. However, I like how you minimized that issue by having students compete against themselves at their own pace. I know technically the following is a "drawback" within your successful lesson/activity, but I couldn't help identifying with it – the "free-user" advertisements on ABCya.com. Very recently I experienced similar issues with Ad ethics and the causal student distraction.

Unfortunately, in my case it crippled my activity rendering the lesson unsuccessful. Awesome Canva by the way!

Re: Ingrid

Your Nearpod presentation was excellent. I agreed thoroughly with all of the benefits you discussed regarding Smartboard integration, especially how it engages many learners using multiple learning modalities. Also, I can certainly relate to your Jamboard experience and how the students were distracted by the features/edit options. In my case, it was the laser pointer.