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6232: Selection and Integrating Technologies
Final Project
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# Integrated Technology Learning Experience

**Unit Title:** Collaborative Online Learning and Communication
**Unit Length:** 3 weeks; 2 sessions per week for 45 minutes
**Grade Level:** community college music professors
**Description of Students:**
Participants are all seasoned professors within the music department at a community college. All 5 professors are Caucasian. One professor has visual impairments (not entirely blind).

**Project Description:**
The professors at this community college are trying to combine technology with their curriculum to offer students more online options. They are unfamiliar with effective online instruction, so they are taking this training to learn about these pedagogical experiences. They are specifically looking at how students communicate online and what tools to use.

**Goals for this Unit:**

1. Define and discuss importance of collaborative learning and communication in online courses and why it should be provided for students.
2. Learn about different online delivery methods such as e-learning or blended learning.
3. Discuss development processes of creating an online learning environment through design.
4. Learn about Web 2.0 tools to use for collaboration.
5. Learn importance of student discussion and reflection in the learning process.
6. Discuss ways of assessing student work online.

**Iowa Core Curriculum Standards**:
This training session is given to community college professors so it doesn't directly coincide with the Iowa Core Curriculum Standards. The faculty members are, however, gaining technological skills to use with their own students so the following standards could apply.
*Note: Though standards are for K-12 students, the following are general high school level technology literacy goals that all students should know going into higher education.*

1. Use digital media and environments to communicate and work collaboratively, including at a distance, to support individual learning and contribute to the learning of others.

2. Apply digital tools to gather, evaluate, and use information.

3. Demonstrate creative thinking, construct knowledge, and develop innovative products and processes using technology.

4. Demonstrate critical thinking skills using appropriate tools and resources to plan and conduct research, manage projects, solve problems and make informed decisions.

**Learning Outcomes** *(specific skills you expect your students to master):*

1. Participants will understand importance of collaborative learning and communication in an online course.
2. Participants will be able to differentiate between types of delivery methods for online courses.
3. Participants will understand processes of creating a successful online learning environment by its design and layout.
4. Participants will define Web 2.0 tools and be able to offer examples of tools and their uses.
5. Participants will understand importance of student collaboration, discussion, and reflection in the learning process.
6. Participants will identify ways of assessing student work online.

**Overall Sequence for the Multiple Lesson Unit:**

1. Introduction/Collaborative Learning and Communication
2. Delivery Methods
3. Development Process and Design
4. Web 2.0 Tools
5. Discussion and Reflection
6. Assessing Student Work

# Unit Content

**Summary:**

1. Introduction/Collaborative Learning and Communication:
   Trainer will define collaborative learning and communication. Group will discuss their importance in online courses. Trainer will use BB9 (Blackboard) examples to show participants. Participants will discuss why they should provide integrated learning to their students.
2. Delivery Methods:
   Trainer shows participants different types of online delivery methods. In a group, participants discuss the pros and cons of each method and the type they believe would work best for their department standards. The trainer will summarize group opinions and offer insight to possible methods.
3. Development Process and Design:
   Trainer has brought in an instructional designer to interview about design and instruction processes. Participants are to take notes to discuss afterward. Later, trainer will guide discussion on these ideas and provide examples for effective

design and instruction. Participants will go over copyright issues by utilizing Common Sense Media's lesson: *Rights, Remixes, and Respect* and watching the corresponding video (Everything is a Remix Part 1). This can be used for their students, too.

4. Web 2.0 Tools:
   Trainer defines Web 2.0 tools to participants. Together they list how Web 2.0 tools would meet standards within their department. In groups, they will search for three different types of Web 2.0 tools. One tool must be from the website: go2web20. After finding and testing these tools, each group will present and discuss their findings to the rest.
5. Discussion and Reflection:
   The trainer will explain reasoning for ample student discussion and reflection time for online collaborations. Participants will individually explore an assigned medium for expression from the following: Glogster, blogging, collaborative discussions, video discussions, and Prezi. The participants will share how these may or may not work for their student needs. The trainer will discuss additional resources such as journaling, vlogs, and podcasts.
6. Assessing Student Work:
   Participants will share how they access a student's progression in their classes. As a group, the trainer will split up participants and have them use Web 2.0 tools to give feedback to a theoretical student's work using podcasts through podomatic.

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**Focus Lesson(s):** Web 2.0 Tools

**Purpose:** Participants should be able to define Web 2.0 tools and offer examples of tools and their uses for their students while meeting learning standards.

**Model of Final Outcome:** Participants will construct a list of effective Web 2.0 tools that fit within subject curriculum. By searching and testing Web 2.0 tools available online, participants will have a better idea of formatting their coursework to enable students to work with multimedia software.

**Guided Instruction**

- *Activity/Activities:* Trainer will define and discuss Web 2.0 tools and their role in the online classroom. Participants will watch *Hybrid Lesson on Chord Inversions Using MixCraft5 & Web-Based Tools* video to start group discussion.
- *Guidance*: Participants will discuss their program standards in conjunction with Web 2.0 tool capabilities through prompts by trainer. Participants should keep notes for group work assignment.
- *Formative Assessment:* Participants will review their notes with the trainer and ask any questions they may have at this time.

**Productive Group Work:**

- *Collaborations*: In two groups, participants will find three Web 2.0 tools online that would fit into their curriculum. Using their notes from the guided instruction, participants should look for tools that are *free* yet conducive to Music curriculum, so all students have an equal chance to access these tools.
- *Technology-Enhanced Collaborative Process(es) Used*: Participants will use the internet and search website for Web 2.0 tools. Groups can use other resources, but at least one tool should come from the listings on go2web20.
- *Accountability*: Participants will share their findings in a discussion following this exercise and the trainer will offer feedback as well as discuss other options. This will be added to the list of usable Web 2.0 tools.

**Independent Learning**

- *Activities*: Participants will be assigned one Web 2.0 tool that they must research and test on their own. These tools include: Tonara, podomatic, UJAM, reverbnation, and mp3cut. As tools vary from music production to researching current bands and creating podcasts, each participant will present what the tool does and how it would work in their curriculum. One participant has visual impairments and they will use Tonara, which allows the user to see their exact position on the music score as they play and turns the pages automatically as needed.
- *Assessment:* The trainer will facilitate discussion and prompt deeper questioning by participants' peers. The group will discuss how to assess students with special needs and using UDL in their classrooms. Peers are encouraged to ask questions and discuss pros and cons of each tool. The group will decide if the tools will fit their coursework or not and create a working list of references.

# Further Unit Analysis
# Integrating Digital Technology (TIM):

1. Introduction/Collaborative Learning and Communication

   **Constructive /Entry:**

   The trainer will use BB9 (Blackboard) examples to show participants. Participants discuss why they should provide integrated learning to their students.

2. Delivery Methods

   **Collaborative/Adoption:** Technology use by participants is limited. The trainer shows participants different types of online delivery methods. In a group, participants discuss the pros and cons of each method and the type they believe would work best for their department standards.

3. Development Process and Design

   **Collaborative/Adoption:** Technology integration is limited. The trainer has brought in an instructional designer to interview about design and instruction processes.

Participants go over copyright issues by utilizing Common Sense Media's lesson: *Rights, Remixes, and Respect* and watching the corresponding video (Everything is a Remix Part 1).

4. Web 2.0 Tools
5. 

   **Collaborative/Adaptation:** Trainer defines Web 2.0 tools to participants. They list how Web 2.0 tools meet standards within their department. In groups, they search for three different types of Web 2.0 tools (one tool must be from the website: go2web20) and present their findings.

5. Discussion and Reflection

   **Goal-Directed/Adaptation:** The trainer explains reasoning for student reflection time for online collaborations. Participants individually explore an assigned medium for expression from the following: Glogster, blogging, collaborative discussions, video discussions, and Prezi. The trainer introduces additional resources such as: journaling, vlogs, and podcasts.

6. Assessing Student Work

   **Authentic/Adaptation:** Participants share how they record a student's progress in their classes. Participants individually use Web 2.0 tools to give feedback to a theoretical student's work using podcasts through podomatic.

# 21st Century Classrooms (Walkthrough):

*Describe how you organized your unit in a way that best uses* the *Characteristics of Effective Instruction.*

**Student-Centered Classroom**

- (X) Students at center of learning, teacher facilitating process
- (X) Cooperative or collaborative learning taking place
- (X) Teacher leading students to the answer not giving it out
- (X) Students have choices
- (X) Students are engaged in challenging work
- (X) Teacher questions and probes
- Not visible during walkthrough

*Specific comments about the Student-Centered Classroom:*
Participants are introduced to concepts and tools and then are given the opportunity to research and explore on their own or in groups. Some of the decisions may be challenging. Participants have to make choices to decide what tools and communication devices not only work well for them, but also for their own students.

**Teaching for Understanding:**

- (X) Problem or project based learning
- (X) Hands on, minds on
- (X) Students think and demonstrate understanding

- (X) Visual learning (conceptual models, graphic organizers, webs, etc.)
- (X) Factual knowledge is transferred to usable knowledge
- (X) Students involved in designing, problem solving, decision making, and investigating
- (X) Summarize targeted concepts and skills
- (X) Multiple means of presenting information
- Not visible during walkthrough

*Specific comments about Teaching for Understanding:*
The training is fixing a problem through various means of technology and communication. What participants learn will be processed and passed on to their students, so comprehension of good resources is key. Visuals such as videos are used as well as oral presentations and group work.

**Assessment for Learning**

- (X) Formative assessment is used as a tool to adjust teaching
- (X) Essential concept and skill is clear and evident to the students
- (X) Teacher provides criteria of quality work
- Teacher provides examples of both high and low quality work
- (X) Self or peer assessment is evident
- (X) A collaborative classroom environment
- (X) Assessment for learning takes place DURING instruction
- Variety of feedback to students (web, tapes, oral, written, video, etc)
- Not visible during walkthrough

*Specific comments about Assessment for Learning:*
Discussion and collaboration is done for each lesson. Feedback varies from task (peer assessment or group assessments) and the trainer provides suggestions. Group work is missed with individual work to show different ways to integrate the technology into courses.

**Teaching for Learner Differences**

- (X) Plans for variance in learning
- (X) Assesses the interests and needs of individual students
- (X) Learning goals are clearly stated
- (X) Flexible grouping (supplemental and intensive)
- (X) Engages students in self-reflection, collaboration, and learning choices
- (X) Works in variety of settings (large group, small group, individual)
- (X) Engages students in self reflection
- Not visible during walkthrough

*Specific comments about Teaching for Learner Differences*
The online collaboration unit described not only Web 2.0 tools, but also ways to reflect and learn though collaborative discussions online, journaling, and through visual aids. Some students and professors may prefer to use podcasts or vlogs to show their work. Knowing that these are available is important to the participants as they create their online course.

**Technology Infusion**

- (X) Web 2.0 tools being used

- (X) Technology used as a reference
- (X) Technology used as a textbook
- (X) Technology used to differentiate learning
- (X) Technology used for collaboration or communication
- (X) Using technology to create a "product" or "project"
- Technology was not being used during the walkthrough
- Other

*Specific comments about Technology Infusion:*
Web 2.0 tools are used throughout the whole training. It is used as a search reference, a means of creating or completing the task/project, and a way to find/create the information needed to complete the task. Technology as communication and reflection was also discussed.

# CyberCitizenry:

Common Sense Media lesson: *Rights, Remixes, and Respect* and video (*Everything is a Remix Part 1*). Participants can watch and discuss differences between taking inspiration from work of others and using or manipulating those works without permission from the author. This should be included as the professors prepare their coursework, but also for the students taking their course. The video is engaging and useful for many mediums and works really well with this subject.

# Universal Design for Learning:

Though only one of my participants utilized UDL on a regular basis, I needed to consider tools that they could use with their students that may have a variety of needs. It was interesting to see how different tools could meet these different needs.

**Multiple methods of representation:**
The delivery of the content of the unit included: video, verbal discussion and instruction, and online tools such as vlogging and podcasts for different learning styles or for self-reflections.

**Multiple methods of expression:**
I was really interested in including Tonara.com, because it does the work for you while you play. This iPad app allows the student to download and view sheet music, see their position on the score as they play, turn pages automatically, and record performances. It's an all-in-one app that can aid many different learning styles. I decided to add this into the unit as an option for the visually impaired professor, though many can use it.

**Multiple methods of engagement:** interest, self-regulation, sustaining effort and persistence
Participants were encouraged to contribute to the training. Verbal discussions, Web 2.0 tool testing, and reflection were all part of their training and to be eventually taught by them to their own students. Incorporated were different reflective tools such as podcasts, journaling, and discussions to allow for different learning styles.

# Conclusion:

*What did you learn about instructional development using this process? How will it affect your future instructional development process?*

While this may seem simplistic, I believe that there are plenty of instructors out there that still hesitate using technology to further students' studies. I think that this unit does have potential in the training workplace and could be used in multiple settings.

I usually don't think of music courses being online, but as I was thinking of the construction of the project I thought- why not? After perusing for Web 2.0 materials and youtube.com for instructional videos, I did find that there are many *free* options out there for music courses to create music, learn about music theory and history, and to showcase student work.

I learned that while these gadgets may be fun, they are there for the purpose of aiding the student with their schoolwork- not just a fun game to play. I'm still working on my instructional design process, but this assignment was a good experience. It challenged me to design for different learning styles and needs in mind, yet to not cut any of the skills needed to succeed.

**Possible challenges:** This unit was also constructed with the thought that these instructors *want* to add technology to their courses and are *willing* to take extra time to receive training and instruction for it. This may not be the case in the real world, and some professors may not consider technology use a need in their classroom.

Another possible challenge is the needs and demographics of the group. This group was all Caucasians and one had a special need to consider. In reality, the professors' needs will vary. This also comes to note that their students will come from different demographics and they must learn to adapt their lessons to those needs, as well.

**Possible successes:** I think the unit would work well in a community college setting. Smaller class sizes may allow students more time with their lessons and to learn the technology. Giving a variety of options to the professors may also aid their way of teaching and lead to more effective instruction. If they found nothing more than tools to aid their students' learning, then I consider it successful.