

Module 4 Assignment: Collaboration and Facilitation Techniques

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This project is designed for West Burlington students to work with their peers to create authentic texts reflective of their individuality. Students will post their texts to their social media to spread positive true stories, and together stories will be compiled to create a Humans of West Burlington available to the public. Appendix A contains an overview of the slideshow for the teacher to use in structuring the project for students. There are parts of the slideshow that students will need access to as they click different links which will take them to different parts of the task.

To begin, students watch an embed to activate their prior knowledge and beliefs about how social media is used, slide four. This is outlined in Marham (2011) when he discusses the benefits of setting an engaging hook for students. Students then collaboratively work on a jamboard with their peers to share ideas on what they think of as authentic and not authentic in the video and also personal experiences. This is linked for students on slide four. This will lead to a class-wide definition of the word authentic the class will craft on slide five.

In step two, students move to exploring examples of authentic texts and also the Humans of New York project that their class project will be modeled off of, slide seven. This exploratory experience allows for students to empathize with others and also will begin to help them with what they will write.

Step three of the project has multiparts and requires students to use creativity and collaboration to create their authentic story. The teacher scaffolds by providing guiding questions, slide nine, to set the tone for this stage of the project. The overall driving question, “How can we use social media to create a positive platform and outlet for sharing authentic stories and experiences?” will be displayed in the classroom throughout the unit.

In step four and five are for publication and reflection. Students post and respond while also submitting the document to the teacher who will then create a Humans of West Burlington. This site will allow for others in the community to view the project and will ensure the project lasts beyond just the one school year. In fact, the project can be repeated each trimester, each year, and with different teachers so the site can grow. While it will not replace the more common social media students are familiar with (Twitter, Instagram, Facebook), it will become its own sort of social platform for students to read and respond to each other.

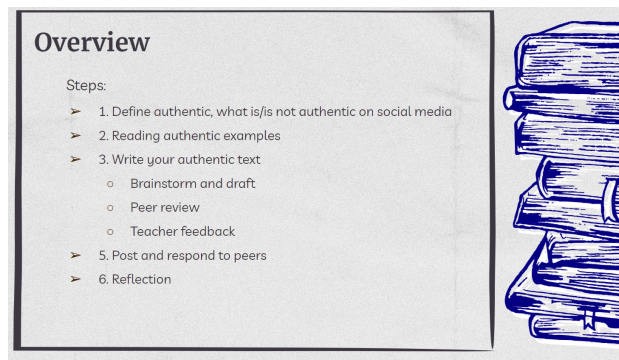
Finally, the students need to complete a reflection to understand their learning and this process. Students can respond in a multitude of ways or a teacher can give options. As described on slide thirteen, students have the option to write a reflection or create a video reflection on the process. They will describe the process, their strengths, and challenges. Teachers may also revise how they plan to post, respond, and reflect based on the outcome of the writing and authentic stories in step three. As Stenbridge (2020) said, “The best instructional designs are planned with built-in flexibility because, as we know, there is much about teaching that cannot be anticipated. Plan with the knowledge that a rich learning experience is often commandeered by the students’ engagement, meaning you must be prepared to make shifts in the interest of the highest-value goals you have for your students’ understandings” (p. 154). Some further reflection questions that teachers may want to explore are: How does social media impact you, your generation, and our society? Has this project changed your view of social media and how you may engage with it in the future? How do reading authentic texts from your peers change your understanding of who they are?

Appendix A

Slide 1:



Slide 2:



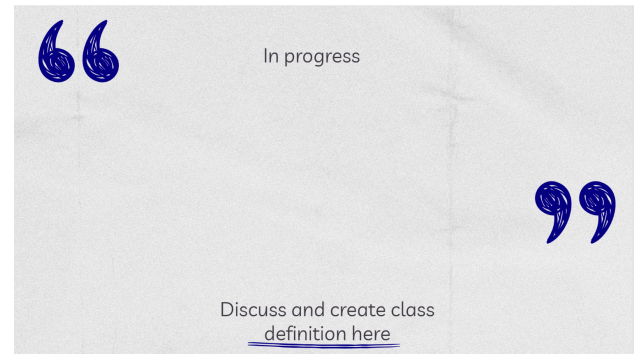
Slide 3:



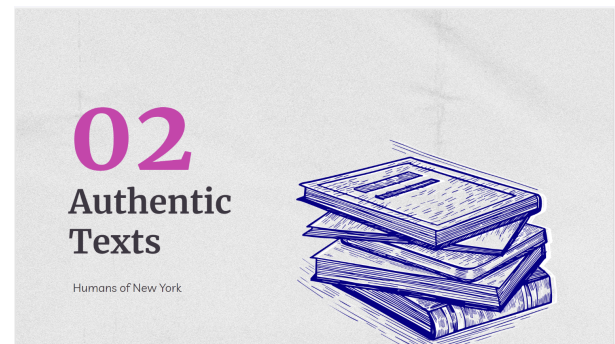
Slide 4:



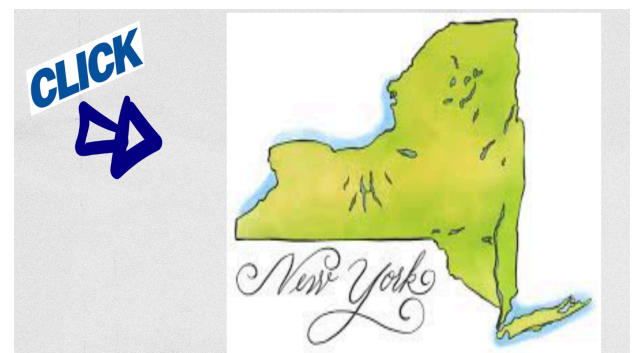
Slide 5:



Slide 6:



Slide 7:



Slide 8:



Slide 9:

Telling Your Story, Authentically

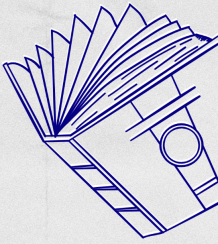
Guiding questions:

Is it specific to you as a sophomore Falcon student living in West Burlington?

Is it written in a way to promote positivity?
(It doesn't have to be happy, but it has to be true and promote empathy and understanding.)

Is it engaging so other students will want to read it?

Is it in a postable format? Think about, imaging, font, color, etc.



Slide 10:



Slide 11:



A picture always reinforces concept

Images reveal large amounts of meaning but should also be **AUTHENTIC!**

Slide 12:

04 Post and Respond



1. Take a screenshot of where you posted your authentic story.
2. Take a screenshot of 2 responses to other students.
3. Submit your copy to Mrs. Willhardt who will compile the Humans of West Burlington website.

Slide 13:



05 Reflection

Write a two paragraph response or create a video to post your reflection.

Answer the following: describe the experience of this project reflecting on both your strengths and your struggles in the process.

Slide 14-15:
References

References

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