



Technology in the K-12 classroom



Creating Connections

Territory Acknowledgement

UNIVERSITY OF VICTORIA

TERRITORY
ACKNOWLEDGEMENT

I acknowledge and respect the lək̓ʷəŋən peoples on whose traditional territory the university stands and the Songhees, Esquimalt and W̱SÁNEĆ peoples whose historical relationships with the land continue to this day. As a visitor I am grateful to live, learn and do my work on these lands.

Acknowledging territory acknowledges our history

- ▶ Acknowledgement of territory can also be done in the classroom as a teaching tool or an inquiry.
 - ▶ What do you know about the history of the land on which your school is located?
 - ▶ What do you know about the local Nations?
 - ▶ Why is land of such vital importance to Indigenous peoples?

Source: [GVSD61 Territory Acknowledgement](#)

Video for further learning: [Coast Salish Cultural Network](#)

Connections are crucial

- ▶ What are some things that you remember about your school experience in relation to connecting/feeling connected?
- ▶ How do we connect with our own students?
- ▶ How can we use technology as a tool to foster connections and support positive and respectful peer relationships?

THINK-PAIR-SHARE

Use technology as a means to guide your morning check in with students

Image Credit: [Tara Wood](#) has a Pinterest board dedicated to mood scales

Which meme are you today?



Teachers during report card season

On a scale of medieval owl how are you feeling today?



You can tailor these check ins to your content: I would use this with my Grade 8s during our medieval study. At the end of the year, my classes makes their own for the teachers!

Image Credit:
Find also on Reddit, Google Image Search.

Google Forms digital
check-ins

Reminders

- Band/Mini-Ex
- Socials Review
- You are enough

GOOD MORNING, MARVELOUS HUMANS

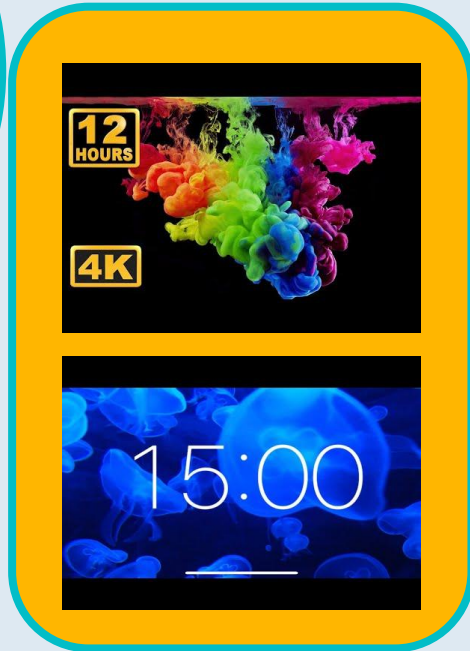
Wednesday March 2nd

Announcements

First, Then

- ✓ Get supplies ready
- ✓ Wash or sani hands

Afternoon Advisory



first

Clean up any lunch crumbs

then

Relax time: grab your book and
find a choice spot.

last

Band: 12:55
Make sure to leave on
time!





Memes are always a hit

Low-risk ways to build connections using technology

1. **Start each day the same (routine=predictability): watch a funny video, write a “joke of the day” take attendance using “Would you rather” questions (use a whiteboard and student names on magnets or have students write names), create a class playlist that you listen to while the students get settled.**
2. **Check in with students: use mood scales, finger scales, thumbs (this can be discreet, I also write notes with post-its)**
3. **Ask students what works best for them!**
4. **Go slow, and do only what works for YOU.**



Digital Storytelling

FlipGrid: [LINK](#) (my example of feedback vs. criticism)

Chatterpix Kids: [LINK](#)

IMovie, Podcasting: [LINK](#)

Why digital storytelling?

- ▶ Student choice of technology and idea
- ▶ Creative and critical thinking
- ▶ Making learning accessible for all students
- ▶ Challenging our students who prefer quiet observation
- ▶ Create opportunities for peer to peer feedback
- ▶ Create community by undertaking a digital story as a whole class



Technology and Inquiry

Technology as an inclusive tool to support Inquiry

- ▶ **Gathering information and questions**
 - ▶ Padlet, Trello, Google Forms, Notes app, Voicerecord, Collaborative Document (word or Google)
- ▶ **Conducting Research**
 - ▶ Watch videos and listen to audio with closed captions, read articles and documents with Google Read and Write, sketch our thinking using SketchNote, dictate our thinking using various voice record apps.
- ▶ **Presenting our knowledge**
 - ▶ Slidedeck, Canva (digital poster), Podcast, Videos, Scratch or Scratch Jr. video game, Photos, etc.

Sample Inquiry

- ▶ Inquiry into languages:
 - ▶ First Peoples' Map of BC
 - ▶ First Voices
- ▶ Ability to explore, learn, and hear these languages from the perspective of the people and their communities.
- ▶ Can use as a jumping off point for any grade



Questions, interests?



Technology and Assessment

PROFICIENCY LEVEL



Emerging	Developing	Proficient	Extending
The student is beginning to demonstrate basic knowledge in relation to the learning standards. Works with ongoing support	The student demonstrated some knowledge in relation to learning standards. Works with some support	The student demonstrated good knowledge in relation to the learning standards. Works independently	The student demonstrated knowledge beyond the learning standards. Works independent and can support the learning of others

"I'm just getting started."

"I learn best with help"

"I get some of it."

"I am beginning to do more and more on my own."

"I get it."

"I can do it on my own."

"I get it and go beyond what is expected of me."

"I can teach it to a friend."

Co-creating rubrics...let's get digital!

1. Set the learning intention: what skill do you want the class to learn, practice, and understand?
2. Brainstorm criteria as a whole class, then small groups, lots of voting, expressing opinions, etc.
3. Model what YOU believe to be an emerging/developing exemplar and a proficient exemplar. Then have students review and express feedback.
4. With the class, create your final rubric.
5. Students use for self-assessment, peer review, and teacher assessment.

Name:

Skill: Oral language features: I can make a video tutorial

I am working towards		Goal	Evidence of Exceptional Work
Emerging	Developing	Proficient	Extending
		<ul style="list-style-type: none">• I can use appropriate pacing (slow, medium, fast)• My voice and tone match the theme of my how to video• The viewer can follow my video with ease• My video is interesting and engaging to the viewer• My video is within the time limit of 3 minutes (not too short, not too long, just right)	

Peer reviewer name:

Reviewee name:

My partner is working towards		Their goal	Evidence of exceptional work
Emerging	Developing	Proficient	Extending
		<ul style="list-style-type: none">• Use of appropriate pacing (slow, medium, fast)• Voice and tone match the theme of how to video• The viewer can follow video with ease• Video is interesting and engaging to the viewer• Video is within the time limit of 3 minutes (not too short, not too long, just right)	



Digital Assessment

Nacho Mentor Text Example

Resources

- Liz Kleinrock: [@teachntransform \(IG and Twitter\)](#)
- Marie Batiste: [Decolonizing Education, Nourishing the learning spirit](#)
- Bob Joseph: [21 Things You May Not Know About the Indian Act](#)
- Lisa Baylis: [Self-Compassion for Educators](#)
- Fawn Nguyen: [Visual math resources](#)



Feel free to follow me @joannateaches on
Twitter, and email me jlake@sd61.bc.ca for
anything and everything!