

Assignment #1

Definition of WEB 2.0

Web2.0 is an interaction between members, between websites, and between the website administrators. Web 2.0 involves community, collaboration (sharing) and is user-driven with real time interaction. An evolution of 1.0.

Web2.0 has taken the internet experience to a different level through social networking, and user to user interaction. One can now be globally connected through various avenues such as blogs, skype, facebook, etc

In addition, it offers users a constant flow of information.

Assignment #2

Education in the 21st Century

The idea of collaboration is a very dynamic theme that seems to be introduced in most of the websites. While they depend on technology as the driving force of their programs collaboration and interaction is key. In addition, the freedom given to students, teachers and administrators in engaging the students is also very relevant in these sites.

Assignment #3

21st Century Learning Web-sites Recom.

<http://www.p21.org/>

<http://www.medialit.org/reading-room/learning-21st-century>

<http://theconnectedclassroom.wikispaces.com/Classroom>

Assignment #4

FLIPPED LESSON MODEL

The model for instructional design.

Group: Clarence, Jessica, Steve and Carl

Lesson Design: Flipped Lesson

Subject: High School Social Studies

Topic: Economic Systems in the Post WWII Western World.

Project: Create a Business that exists in an economic system of your choice

Key:

(prior to the classroom) ()

{ in classroom work } { }

[after the classroom] []

Monday	Tuesday	Wednesday	Thursday	Friday
(Post Video Clips and Maps from Various Time Periods for Students to Explore)	(Students watch teacher's presentation)	(Students may meet to work on project)	(Students may meet to work on project)	(Teacher comments on blog entries and assignments)
{ Random	{ Student	{ Student	{ Student	{ Group

Student Groups – Discussions about the Clips and Maps }	groups explore and begin to create business }	groups continue to explore and finish business creation }	groups present business creations }	discussion and debate about economic models }
[Teacher shows video of self teaching lesson on economic systems. Teacher explains project due Thurs.]	[Teacher shows another video of self teaching more on economic systems]	[Teacher posts questions for thought on a blog for students to react to]	[Students blog about what they learned from the presentations]	[Students get to vote on which economic model they prefer in light of the presentations]

Indirect Learning:

Co-operation with Colleagues

Voting

Compromise

Public Speaking

Use of Technology

Evaluation of Sources

Trust from Authority

Critical Thinking

Address NY State Standards

Assignment #5

Lesson Comparison

Discussion Questions for US and JAPAN Lessons

Elements	US Algebra	US Measuring Angles	Japan Inequalities	Japan Area of Triangle
1. <u>Know</u> Lesson Content Math Tasks How Related	<i>Presenting algebraic equations (fractions, equations, exponents, integers) Not clear (titles were posted on the video clip)</i>	<i>Presenting Angles using prior knowledge</i>	<i>Algebraic Inequalities</i>	<i>Area of a triangle Apply prior knowledge of triangle area to other shapes</i>
2. <u>Work</u> Parts of Lesson Sequence Why sequenced How related	<i>1. Presenting and checking 2. Presenting and discussing problems 3. Assigning multiple tasks for seatwork</i>	<i>1. Warm up 2. Check HW 3. Seatwork 4. Extra Help 5. Checking more HW 6. Previewing for future lessons</i>	<i>1. Homework review 2. Posing the problem 3. Students present solutions 4. Presenting alternative solutions 5. Teacher elaboration 6. Follow up problems 7. Summarizing objectives</i>	<i>1. Overview of yesterday's lesson 2. Working on the problem 3. Posing the problem 4. Student solutions 5. Review and give different solutions 6. Summarize results</i>
3. <u>Work</u> Teacher role Questions Teacher info	<i>The instructor is a facilitator in the lesson one which unfortunately has dominated the classroom. She asks the students mathematical questions with not much information during or after a solution has been given.</i>	<i>The instructor directs the students throughout the lesson however he is in control of the pace and the direction the lesson is taking</i>	<i>The instructor directed the students however allowed them to guide the lesson themselves by allowing them to be part of the lesson.</i>	<i>Directing the students, motivating and guiding them through the lesson and topics on hand. A great presenter.</i>
4. <u>Work</u> Student role What doing	<i>The student was only an observer at times a participant in the lesson. They are at their desks working on the</i>	<i>The students actively participated in the lesson however took directives for their teacher</i>	<i>The students were partners in the lesson and participated 100%</i>	<i>Students work engaged in the lesson and guided the progress and pace of the lesson as well.</i>

	<i>problems.</i>			
5. <u>Know</u> Teacher goal What to learn	<i>The teacher's goal is to have students complete the assignment given to them. Her underlying goal is to teach the students algebraic equations.</i>	<i>The teacher's goal was for students to learn about angles. In addition he wanted to challenge them with more difficult problems.</i>	<i>The teacher's goal was to make sure the students understood the theory and methodology behind their answer. He made sure they clearly understood the lesson without influencing their thinking process.</i>	<i>The teachers' goal was for every student in the class to not only understand the lesson but be able to explain the methods they used to come up with the solution.</i>
6. <u>Know</u> What students learn from lesson	<i>The students that can pick up what the teacher is doing or a correct with their answers are learning algebraic equations. The majority of the class however has not learned or understood the material being taught.</i>	<i>The students are learning angles and are attempting to apply what they have learned on more difficult mathematical problems.</i>	<i>The students learned different methods of deriving to one answer while also understanding the thinking process of behind each different process.</i>	<i>The students not only learned the desired goal of triangle area they also took what they learned and applied it to higher order thinking.</i>

Assignment #6

Lesson Comparison #2

While all four lessons showed evidence that the instructors were able to convey the material to their students, they differed greatly in presentation and planning. When looking at the lessons delivered to the students in the U.S, both teachers were able to teach their class in an orderly way. The majority of the students were focused, and working on the assigned task given by the teacher. While both lessons were somewhat similar the second lesson seemed to flow much better and the instructor had more of a captive audience.

The Japanese lessons were very identical in presentation and planning. Both instructors were very interesting to watch and made the lesson very engaging for the students. Manipulative were used, in both classrooms. Every child in the class was not only an observer but an active participant in the lesson as well. The Japanese lessons were very well planned out from beginning to end. The desired goal was clear from the beginning of the lesson. Every child was given an opportunity to explore and discover on their own without any outside interference.

While all for instructors delivered their lessons from beginning to the end the Japanese lessons were more engaging and more FUN. The Japanese lesson were very well planned and included the students for their success. The use of technology was also very helpful and the students were able to not only solve problems but visualize the outcome(s) as well.

Assignment #7

United States Lesson Design

The lesson consisted of several math problems and the instructor followed the exact teaching design for each one.

Teacher Structure/ Presenting Problem (Written on the Board)

Teacher Soliciting/ Individual Task, Problem Solving

Student Responding/ Seat Work on Problem

Assessing Student Responses
answers

Teacher Reacting/ Clarifications to Students (VAGUE)

Presenting handout

Teacher Reacting/

Student Responding/ Calling out

Teacher Structure/

Many Teacher non-reciprocal responses

Most of the lesson was T-SOL-S-RES

This lesson does not meet any of the criteria for self-directed learning. The student's actually had not direction and was very confused with the entire aim of the lesson.

Assignment #8

Jamestown Game Rationale

Each step taken was planned using the prior knowledge of history I had been taught. I understood that trade was important not only for survival but to form relationships as well. I built a town near water because I thought it would a great location for food as well as location. Food was a necessity therefore we had to hunt and fish, I did not think that gold would be found in the location I had picked. I decided to plant corn and wheat but also tobacco for trading purposes. Everyone had to be involved with work because we needed the man power for our survival.

I clicked on the help tool but found that the answers/help made the decisions more complicated and decided not to use it again

Assignment #9

Lesson Study Plan

Assignment: Your lesson study plan is just that! A plan. It is NOT the lesson in moodle format. Once you have the plan, you can then go to your moodle course and construct the lesson presented in your plan. The plan is in "parts" format; the lesson itself is in moodle. The moodle course is the classroom in which the plan is enacted. The plan and the classroom/moodle are two different entities.

Enter one plan per team as a response in this forum. Then, move to the next topic, for which you will construct the moodle outlined in your plan.

School Wide Research Theme: Students need to be able to individually evaluate the credibility of sources

Lesson Study Content Goal: Understanding the Jamestown Experience from the perspective of leadership (eg. John Smith)

Related Content Specific and Overarching Goal: Students will be able to individually evaluate the credibility of sources in an attempt to understand the difficulty of leadership in Jamestown

	A. Key Initiatory	B. Anticipated	C. Teacher's	D. Methods of	E. Amount of class
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PARTS OF THE LESSON [Number as rows in the matrix.*]	Moves = structures and solicitations for learning activities presented by teacher/media	Reflexive Student Moves: revealing how they think	Reflexive Moves, reaction to student response. Things to remember or note	evaluating students' classroom performance: assessing what the students say	time allocated to this section of the lesson
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Day 1	T Structure Small introduction about what we will be learning Resources: (vid clip: Cold Play http://www.youtube.com/watch?v=pQnM-iG50tk Rule the World) T Solicitation: based on video clip the class will come up with a def. of leadership (qualities, etc.)	T Reflective: What are the students saying (most likely money power, popularity, fear, strength)	T Reflexive Move: As a leader in hindsight it looks like everyone is on their side, but going through it we understand the difficulties	Teacher will evaluate students' responses. Do students understand the role of a leader?	20 mins.
Day 1	T Structure The Jamestown expedition and how it relates to our understandings of leadership T solicitation: Have students research links on Jamestown information and have students respond to them in the forum Moodle Homework: Students will respond to a Langston Hughes poem on the forum	T reflective : As students respond on Moodle the teacher will discover the students' beliefs about leadership (pro vs. anti Collaboration)	T Solicitation: Students will present their thoughts about leadership in Jamestown and class will discuss/ Giving students time to debate their thoughts.	Teacher will evaluate students understanding through their responses and their ability to understand and appreciate of the multiple sides that existed.	35 mins.
Day 2	T Structure: Teacher introduces the Jamestown Experience interactive game T Solicitation: Asking students to play the game and read the final report students play the game individually	T Reflective: On Moodle Site: What made you play this game in this way as a leader? Students will respond to their classmates reflection pieces. Students will share their thoughts with the class	T Reflexive: Teacher will read the responses and will try to determine students' understanding on the nuances.	Teacher will determine if Students were able to understand the consequences of their decisions as a leader through student responses on the Moodle site	60 mins.
Day 3	T Structure: T will break the class into groups based on what students' responses on the Moodle site and will label the groups Native Americans and Settlers T Solicitation Group Assignment : Tell the Jamestown story in the perspective of either the Native Americans or the Settlers	T Reflective: Teacher will anticipate that opinions on the Jamestown Settlement will be similar since students will find it difficult to find sources from an alternative perspective If you can't find alternate perspectives tell me why you believe this is.	T Reflexive Teacher will make sure that students are viewing relevant sites (Teacher will create a list of credible sources that Teacher believes to be useful) T will give praise for students finding useful and correct sites	Teacher wants students to understand that different perspectives lead to different truths Do they understand the values of leadership and the value of looking at multiple and creditable sources	60 mins.