[Lesson Plan Screencast](http://heatherrbrown.weebly.com/blog/lesson-plan-screencast) 12/04/2013

 [2013-12-04\_2222](http://www.screencast.com/t/6uz2s5OWd3Xp)

 [Course Reflection](http://heatherrbrown.weebly.com/blog/course-reflection) 12/04/2013

 I have enjoyed learning many new Internet tools this semester in ITEC 7430. I was aware of several of the tools taught this semester, but had not used them in my math classroom. Some of the Web 2.0 tools I have learned about this semester have been great resources for my classroom. I have Delicious, Live Binder, and Flickr bookmarked to my computer at school and home. Delicious allows me to bookmark great resources and share them with other math teachers at my school and Live Binder allows me to upload notes and worksheets to make separate folders for each unit in math. I am able to pull assignments for students and have a unit folder for the future. Flickr is great for showing Creative Common photos to the students and allows the students to use these types of photos for presentations. Before this class, I was unaware of Creative Common photos and since have been able to teach my students to use this tool.

Using these tools in my classroom has been the part that I have enjoyed the most. In my lesson plan, I used Flickr as one of my technology tools. I enjoyed being able to show the students how to search for photos and explaining how useful the tool is. I was also able to show other colleagues how to use some of the new Web 2.0 tools from this semester. The weekly blogs were very helpful and informative. From other students in the classes’ blogs, I was able to get many ideas and read the feedback that others in the class wrote. This provided me with other teacher’s view point and how they used the tool in their classroom. I look forward to learning many more tools in the upcoming classes.

[Blog Post: Equitable Access](http://heatherrbrown.weebly.com/blog/blog-post-equitability) 11/22/2013

 An ideal classroom would provide a classroom set of iPads for all students to have access to many forms of technology. Like many low-income counties, my school district struggles to provide equal access of technological tools and resources to all students. Due to lack of funds, classrooms in my school are not able to provide students with access to computers. In my classroom, I have two computers that can be used by students. Due to the lack of funds and technology for students to use, I have to use computers in other teacher’s rooms or take my classes to the media center. This causes many problems with interrupting other teacher’s classes and having to facilitate around other classes in the media center. If students need to use computers, I send students one at a time to use the computers in the media center.

To solve these problems, I try to incorporate “BYOT” into my lessons. During this implementation, I pair the students in groups of two to three so every student has access to a device. Common Sense Media (2011) stated that 27 to 41 percent of students have access to Smart phones and 10 to 20 percent have access to iPods from low-income families that make less than $75,000 annually. There was only one occasion where the students in one class were not able to participate in the technology lesson. When asked about their devices, 10 to 12 students stated that they forgot theirs at home that day. The students without devices are also able to use the computers in my classroom and my teacher iPad. I believe by teaching BYOT lessons; I am allowing all students to have access to different forms of technology.

 Common Sense Media. (2011). *Zero to eight :children's media use in america*. Retrieved from http://www.commonsensemedia.org/research/zero-to-eight-childrens-media-use-in-america-2013

 [Blog Post: Diversity](http://heatherrbrown.weebly.com/blog/blog-post-diversity) 11/13/2013

The Internet allows students to learn and interact with other student from different cultures. Lyn Hilt (2011) stated that “the beauty of living and learning in today’s connected world is that we don’t have to fly our students across the globe in order to engage in learning with peers from other cultures and nations” (p. 3). In a math classroom, it is difficult to incorporate different cultures. In other academic subjects, like Social Studies, students are able to learn about other cultures in the world through the use of technology and the Internet. The seventh grade Social Studies students at my school are able to view live feeds of several cultural attractions in different regions studied in the 7th grade standards. The students are shown a wall in Jerusalem through the[Kotel Cam](http://www.virtualjerusalem.com/kotelcam.php). When teaching the region of Africa, students can see a live view of the animals in Africa through the [Africam](http://www.africam.com/wildlife/). In my classroom, students are from several different cultural backgrounds. To meet their needs to try to incorporate many examples into my lessons that relate to all cultures. By using the Internet, students are able to witness how other people’s lives are different and similar to theirs. Students are able to relate their ways of living to how other parts of the world are ran. To incorporate blogging, teachers should have student’s blog about how regions cultures differ from the United States.

Hilt, l. (2011). The case for cultivating cultural awareness. *Retrieved from*<http://plpnetwork.com/2011/10/26/the-case-for-cultivating-cultural-awareness/>.

[Blog Post: Internet Safety](http://heatherrbrown.weebly.com/blog/blog-post-internet-safety) 11/01/2013

Teachers must keep students safe from harmful material that can be seen, heard, or read. The Internet can expose students to foul language, nudity, and inappropriate content. To safe guard students on the Internet at school, school systems have a firewall to prevent harmful material from entering the network. Students also must also be taught to use the Internet properly when not at school. They must know not to give out personal information about themselves to unknown sources or be on any website or social media page without the consent of their guardian. In my search for safe and healthy use of the Internet, I found three websites that provided good information and rules. The websites found included [Healthy Children](http://www.healthychildren.org/English/family-life/Media/pages/The-Internet-and-Your-Family.aspx), [10 Rules of Internet Safety](http://www.ivillage.com/10-rules-internet-safety-kids-0/6-a-128700), and [iKeep Safe](http://www.ikeepsafe.org/). These websites provided rules to explain to students or your children about what should or should not be done on the Internet. iKeep Safe is a program that can be used by parents or educators to monitor what children or students are doing on the Internet. The website offers a report that gives great guidelines and statistics that relates to all children up to age 18. To keep students safe on the Internet, students must aware of the guidelines. I found a great list of strategies at [Internet Safety Strategies for Youth](http://archive.adl.org/education/cyberbullying/Internet-Safety-Strategies-for-Youth.pdf). They should know what is right and wrong and what could occur if the rules are broken. When using the Internet in the classroom, students must know that all devices be on the appropriate webpages and will face consequences if the rule is no obeyed. Students should always be careful about what is said on the Internet and be aware that what you type might be misinterpreted by the person you are communicating with.

[Add Comment](http://heatherrbrown.weebly.com/blog/blog-post-internet-safety#comments)

[Blog Post: Screen Casting and Jing](http://heatherrbrown.weebly.com/blog/blog-post-screen-casting-and-jing) 10/27/2013

This module was my first attempt to screen cast. I enjoyed completing this module and was very surprised at how easy the process was. For this task, I used [Jing](http://www.techsmith.com/jing.html). Jing was an easy screen casting tool to download and use. The only downfall for this tool is how long it takes to upload the video capture. From my home computer, the upload took about 10 minutes. I believe if I was using the school’s computer, I would be able to upload the screen cast quicker. Jing is a great tool to use in the classroom. This tool will allow teachers to show parents and students how to navigate websites and allow commentary during the navigation. In a math classroom, I would use Jing to explain how to work problems, why certain websites are being used, and give more examples for students and parents to use.

[2013-10-27\_2137](http://www.screencast.com/t/iXXms86eezXU)

[Blog Post: Edmodo/ Classroom 2.0 and Google Docs](http://heatherrbrown.weebly.com/blog/blog-post-edmodo-classroom-20-and-google-docs) 10/20/2013

[Edmodo](https://www.edmodo.com/) and [Classroom 2.0](http://www.classroom20.com/) are great technological tools to use in the classroom. Both websites offered easy access to sign up or sign in and provided detailed information about the websites. Overall, both sites were easy to navigate and offered great information that teachers could incorporate into their classroom. On Classroom 2.0, I searched in the forums, groups, and videos for math in the middle school classrooms. During this search, I found information on how to use blogs in a math classroom, where to find middle school level appropriate math videos, and ideas for software to use in a middle school math classroom. While looking through these searches, I found information that I would like to use in my classroom. I have been struggling with ideas on how to incorporate blogs into my classroom. This forum has provided me with many ideas that I can apply for my students. In videos, I found several humorous math videos that could be used as openers for lessons. When these types of videos are shown, my students become more engaged when the lesson is taught. During the discussion about the software, I found a link for another math teacher’s Delicious links. Her links provided me with several webpage’s and sites that I could be using in my classroom.

I have an Edmodo page and login, but I do not use this tool with my students. At my school there is a teacher who uses Edmodo to implement a flipped classroom with several of his classes. He uploaded videos and tutorials for the students to view and also uses the page for announcements of tests and homework. The students and parents are able to view the page and communicate with the teacher when not at school. If I was to use Edmodo, I would like to provide the same tools for my students and parents to view, but offer these as extra resources for help with homework and studying for assessments.

[Google Docs](http://www.drive.google.com/) is a wonderful tool to save documents or files and retrieve the documents on another computer. The only downfall for this tool is when you save the computer must have Google Drive downloaded on the hard drive. Google Drive is downloaded to all of my personal computers and I am able to save and retrieve all documents or files that I have saved. I have not used this too in my classroom yet, but I do plan to incorporate Google Docs into lessons for my classes. In math, we have started writing journals one day a week. Google Docs would allow the students to write their journals and allow me to have access to read the journals. For collaborative use in the classroom, the students would complete presentations over several lessons in groups. The students would have to save their presentations to Google Docs and the other groups would have to watch their presentations and critic the other group’s presentations.

[Blog Post: You Tube and Teacher Tube](http://heatherrbrown.weebly.com/blog/blog-post-you-tube-and-teacher-tube) 10/13/2013

During my search on YouTube, I looked for resources that could be used in my math classroom. For the next few weeks, my students will be learning how to solve one and two-step equations. This is a difficult concept for many students; so I was looking for resources that would benefit the understanding of my students. During my search for solving equations, I can across a rap for solving equations. The rap is created to the song, “Teach Me How to Dougie.” The video is called, “[Teach Me How to Solve It](http://youtu.be/oIxxqztQz3Y).” The video is great for showing how to solve equations and presents the information in a fun way. The students also have a better chance of remembering the steps after watching the video. I will use this as a opener for my lesson on solving equations. The second video I found was [Arthur Benjamin: Lightning calculation and other "Mathemagic"](http://youtu.be/M4vqr3_ROIk). During this video, Arthur Benjamin multiplies numbers together without the use of a calculator. This video would also be a great opener for a lesson in a math class. I will use this video when I teach square roots after the CRCT in April.

[Blog Post: Podcasting](http://heatherrbrown.weebly.com/blog/blog-post-podcasting) 10/13/2013

During my teaching career, I have never used podcasts in my classroom. After listening and watching several math podcasts, I realized podcasts would be a great technology tool to use to re-teach math concepts. In my school system, the students are able to bring their own technological tool (BYOT) to use in the classroom. During BYOT, students could download podcasts and view the podcasts with a partner and work through the examples. As a whole class group, I could use podcasts introduce new content to the class. Based on the level of students I teach, I think podcasts would be a great tool to use for teaching and remediating all of my students.

During my search for math podcasts in iTunes, I found several podcasts that I could use in my classroom. In my classroom, I am currently teaching a unit on expressions and equations. I focused my search on Pre-Algebra podcasts dealing with solving expressions and equations and I found several podcasts that provide examples for these concepts. In my search, I downloaded [iTunes U](https://ssl.apple.com/apps/itunes-u/) and [Mr. Blatz](https://itunes.apple.com/us/podcast/mr.-blatz/id455974323). Under iTunes U, I found a podcast for Pre-Algebra: Florida Virtual School. Included in this podcast was a list of posts dealing with solving equations. I plan to use several of these podcasts when I teach solving one-step equations over the next two weeks. Mr. Blatz also provides many podcasts that I can also implement into my lessons through the next few weeks. To find these podcasts, I searched through the education podcasts in iTunes and the podcasts in iTunes U.

Blog Post: Evaluating an Online Tool 10/04/2013

Socrative is a free online tool or app that allows students to input answers into any web based device. Teachers are able to send assignments to the students through the teacher online page and the students can input their information. Once the students provide their input, the teacher can view their responses. By using this tool in my classroom, the teacher can provide quick feedback to the students and provide more time for class discussions. Socrative also allows teachers to compare the responses of the students to look for common misconceptions and what concepts need to be retaught.

In my classroom, I would use this online tool to check homework, daily grade assignments, and take home tests. The students are not required to hand in homework for a grade, but this tool would allow me to see what concepts need to be reviewed during the homework discussion. The challenge that I would have to overcome, with using this online tool in my math classroom, is being aware of which students would not have access to the internet or app at home to input their answers. To overcome this challenge, I would allow the students without home access to input their answers using the school’s computers or teacher IPads.

Blog Post: Creative Commons and Flickr 09/29/2013

 According to Richardson (2010), the licenses for Creative Commons allow individuals the option to reuse photographers work legally. Richardson (2010) states that when images are reused “those content providers simply ask for attribution and that images not be used for commercial purposes (p. 105). When searching websites on the internet, I have not noticed the CC logo on any of the pages or pictures. Before the completion of this module, I was not aware of the Creative Commons copyright, but I was aware of the copyright laws and fair use of images or pictures.

The use of Creative Commons will allow students to use images or photographs for websites without infringing upon the copyright laws. CC will also teach students about the copyright laws and how to properly site the professional work of others. In my professional practice, I do not use many digital images from the web. If I do, the image would be used to demonstrate an example of a mathematical term. Several times during the school year, I will show video clips that relate to the math concept being taught. To access the video clips, I use YouTube and BrainPop. The only content that I share over the internet is personal photos on Facebook. For my Facebook page, I use a private setting and the pictures are only seen by my friends on Facebook. In my classroom, I use a combination of teaching materials. I use Holt Mathematics and Carnegie Learning. These teaching materials were purchased by the school system and the schools have to right to make copies of worksheets from the software. The only negative I can think of for using Creative Commons is making sure that students are choosing the correct and appropriate images and making sure the images are sited correctly. When students are searching for images, they could encounter images that are not appropriate for students. Also if students do not follow this protocol, they would be breaking copyright laws.

Richardson, W. (2010). Blogs, wikis, podcasts, and other powerful web tools for classrooms. (3rd ed.). Thousand Oak, California: Corwin.

Blog Post: Social Bookmarking- Delicious 09/22/2013

 Social bookmarking allows individuals to bookmark and share their favorite websites with other individuals. I chose to use Delicious to bookmark my favorite sites to share with others. Delicious was an easy site to navigate and the steps to sign up for the site were also easy to follow. Once I was signed up for the bookmarking site, I was able to add the Delicious tab to my toolbar. This tab provided easy access to the tools and allowed me to write a comment about the website. The tab also allowed me to tag the sites with an unlimited number of tags. The tags can also be grouped together based on common content.

Delicious is a great site to use to share your favorite websites with other educators. In my classroom, I plan to use Delicious to bookmark useful websites that I can use during class. The websites that I bookmarked on Delicious were Connected Math, CRCT Games, Math Games, Integer Addition, and Kuta Software. I plan to share my sites with the other seventh grade math teachers at my school. By sharing my sites, the other teachers would be able to pull the needed information and make their own determination for using the information. Delicious would also be a great tool for providing students with helpful websites they could use at home. My students have just finished the unit on integers. There are many that are still having trouble with solving expressions with integers. By using Delicious, I would be able to provide students with a list of websites that deal with integers based on their tag.

Blog Posting: Wikis 09/15/2013

 Richardson (2010) stated that the use of wikis in the classroom would allow teachers and students to “create an online text for the curriculum” (p. 61). I plan to use the wiki that I created for this module as a classroom resource. The wiki that I have created will be used as an information resource for the students I teach, parents of those students, and other educators. Currently, I have created two pages that include the 7th grade Common Core Georgia Performance Mathematics Standards and links that can be used to help students when they are completing homework. I also plan to add other pages for student blogs, teacher blogs, and an announcement calendar. The student blogs will allow students to post their student work and create an active communication between peers. The announcement calendar will create a way of communicating with parents when homework, assessment, or other important dates will occur.

 After navigating several wikis, I found three wikis that had several parts that could be adapted to fir my own classroom wiki. Mr. Lindsay's Wiki provided a very organized layout. The wiki contained useful information for parents, students, and other educators. Parents and students are able to have access to teacher and students’ blogs and each content area’s curriculum. The students’ blogs also provide copies of student work. For this wiki, I did not see any missing pieces that I thought needed to be added. Mr. Lindsay’s Wiki provided me with an example of what I would like my class wiki to look like. I would not change any of the parts of his page. Math 12V Outcome Portfolio was nominated one of the Best Educational Wikis in 2007. The wiki was also easy to navigate in the organization of the page. The information provided on the page was organized by content units. The units included Section 1-4 math standards with a detailed outline of what was included in each section. One of the links on the home page provided students with the learning outcomes and a sample of a section of the portfolio was provided for students to see. There was a broken link on the home page. The link should have contained a provincial exam. To improve this wiki, I would make sure that all links were operating correctly and in the format of the portfolio, I would require students to provide working links to their portfolio for each section. Primary Math was organized based on different math concepts in elementary schools. For each concept, pictures were included to allow students to observe the use of the math concepts in real-life situations. This wiki allowed students to use real-world applications to learn about math. On the wiki, students were also able to post their own pictures to show peers or other learns other examples for that concept. For this wiki, I would have included what standards were being taught for each concept. There were also several links that were also broken for this wiki or contained no information. I would also have students blog about their math finding and have the students communicate with other students around the world.

Richardson, W. (2010). Blogs, wikis, podcasts, and other powerful web tools for classrooms.

(3rd ed.). Thousand Oak, California: Corwin.

Blog Posting: Evaluating Student Blogs 09/08/2013

 Blogging in a math classroom would allow students to show their understanding of how to solve math problems. In math, it is important for students to be able to verbally express their ways of understanding. By blogging these ideas, students are able to read other students explanations and relate the ideas to their own. Rubrics provide students with a detailed explanation of how their post and comments will be assessed.

In my 7th grade math classroom, the students will be assessed on how well they comprehend the math concept and provide a detailed explanation of how they solved the problem. The student’s post should also show the students understanding of the vocabulary of math. Students must use the appropriate math vocabulary in their explanation. During commenting, students need to understand the vocabulary and provide math facts to support their comment. The students will also be assessed by a rubric. The rubric was developed through the use of the three websites listed below. These websites offered great examples of rubrics and gave a detailed layout of what concepts need to be included in a rubric. The rubric for assessing this task contained three criterions: content, writing quality, and comments or responses that students leave on other blogs. For students to receive target for each criterion, they must show complete understanding and comprehension of the given content topic, their writing quality must have no grammatical errors and their post must be well organized, and the students must comment on another student’s blog and include one to two links that support the content of the topic. If the students do not meet target for each criteria, they will not receive all their points for each section of the rubric.

Web sites that helped formulate my ideas:

http://blogagogy.wordpress.com/assessing-blogs/

http://facultydevelopmentbgsu.blogspot.com/2005/11/rubrics-to-evaluate-classroom-blogging.html

http://edtechteacher.org/index.php/teaching-technology/assessment-rubrics/44-assessment-rubrics

Rubric for Evaluating Students Blogs

student\_blog\_rubric.docx

Download File

Blog Posting: Blogging 09/07/2013

 Blogs allow the writers to express their opinion about a topic or article. Many blogs are informal and allows the writer’s to connect with readers. According to Richardson (2010), bloggers write to connect with readers who can possibly provide more information about the topic (p. 28). Blogging is different from other types of reading by allowing readers to write about new ideas they have read about. These new ideas allow the blogger and other readers to also consider the views of other people in the audience. By using blogs in the classroom, students would be able to understand other writers view point on many different subjects. Richardson (2010) stated that comments on blogs allow students to participate in an in-depth conversation with other people outside of the classroom and increased student’s learning (p. 30).

Blogs grant writers the ability to write continuously by communicating with other writers through an open discussion. Richardson (2010) stated that “writing becomes an ongoing process and one that is not just done for the contrived purposes of the classroom” (p. 31). Student blogs allow students to write and have conversations with their peers outside of the classroom. Blogging also provides writers the opportunity to use higher-order critical thinking skills during the conversation time. When comments are provided, the writer must analyze what has been written and evaluate to create a new comment.

Richardson, W. (2010). Blogs, wikis, podcasts, and other powerful web tools for classrooms.

 (3rd ed.). Thousand Oak, California: Corwin.

Blog Posting: Web 2.0 08/30/2013

 The statement by Richardson (2010), describes how teachers must experience how the technological tools enhance the student’s learning. The teachers must understand these tools before they can present to technology to their students. This statement is very accurate. The advance in technology has allowed teachers to have access to great teaching and learning tools that can be used in any classroom. According to Richardson (2010), “To our kids, making their lives come alive online is a part of the way they live” (p. 5) For these tools to be beneficial, teachers have to know how to operate and navigate the technological tool before we can ask the students to use the tool. If teachers are not aware of how the tool operates, they will not be able to assist students in researching new ideas, navigating the program, or helping students with trouble shooting. During this semester, I am excited to learn about Wikis and how I can have a Wiki class page. I would also love to have Podcasts available for my students to view. This would be a great tool for students to use who were absent or for students to use at home during homework. This would also be a great tool to be able to re-teach the content to students who struggled for understanding.

The ideal Web 2.0 classroom would allow all students to have access to a computer or iPad. At my school this year, all the general education teachers were provided with an iPad to use for classroom administration and instructional purposes. During this time I have explored many new technological tools that I am working on implementing in my classroom. I would love to provide all my students with technology that would allow them to learn. Along with using the iPads, the students would be able to create podcasts for the class. The podcasts would allow students and parents to have access to what happens in the classroom when they are not there.

 The summer technology courses provided me with many tools that I am implementing in my class, but there were several Web 2.0 tools that I am wanting to try using with my students. By teaching with Web 2.0 or other technological tools, students are able to relate this type of learning to their real-life. A student’s life outside of school consists of video games, Facebook, Twitter, and the internet. When teachers use Web 2.0 tools, the students will continue to build concrete knowledge of the content that is being covered in the classroom.

Richardson, W. (2010). Blogs, wikis, podcasts and other powerful web tools for classrooms.

 Thousand Oaks, California, Corwin.

ITEC 7400-Course Reflection 07/21/2013

In 21st Century Learning and Teaching, I have learned about the indicators for engaged learning and how to assign a content-based with technology activity or lesson with a LoTi level. During the course of the semester, I watched many videos or read chapters out of the textbook dealing with technology and had to identify the strong/weak indicators and the LoTi level. Once the indicators and LoTi level was identified, I had to explaining my reasoning for each answer and describe how the indicator or LoTi level could be improved. After the completion of several of these assignments, I was able to identify what 21st century learners wanted and needed.

21st century learners want to complete standards-based tasks that are authentic. The Georgia Professional Standards Commission: Instructional Technology Standards, also referred to as ITSE, (Georgia Professional Standards Commission, 2013), defines authentic learning as “the use of digital tools and resources to engage students in authentic learning experiences.” Authentic learning is using real-like applications in standards-based activities. Learners want to complete assignments that include concepts that can be used in real-life now or in the future. Based on the content from this class, 21st century learners need to complete technology based activities that are based on the content and technology standards and require higher-order thinking skills. The ITS (Georgia Performance Standards Commission, 2013) defines content standards and student technology standards as “the design and implementation of technology-enhanced learning experiences aligned with student content standards and student technology standards” and higher order thinking skills as “the effective use of digital tools and resources to support and enhance higher order thinking skills; processes; and mental habits of mind.” The learners need to relate the activities to content that is being taught in the classroom and the activity needs to require the learner to problem-solve and analyze their response. Technology can support student acquisition of content standards and the ITSby supplying teachers with digital tools that are combined with the content to help differentiate how, and what the students learn. The ITS (Georgia Performance Standards Commission, 2013) defines differentiation as “the design and implementation of technology-enhanced learning experiences making appropriate use of differentiation, including adjusting content, process, product, and learning environment based upon an analysis of learner characteristics, including readiness levels, interests, and personal goals.”

Based on the content that this course has provided me, I do not have any questions that have remained unanswered. I had problems, early in the class, understanding how to assign the indicators and LoTi levels, but my questions were answered shortly after that time in the course. I look forward to becoming a technology coach. I want to use all the technology tools learned this semester and share their uses with my peers. I want to provide examples of adaptive and assistive technologies that can be used better in the classroom. The ITS (Georgia Professional Standards Commission, 2013) states that adaptive and assistive technology is “the use of adaptive and assistive technologies to support individual student learning needs.” There are many tools already used in the classroom that can be implemented better to help student understanding or instruction.

Georgia Professional Standards Commission. (2013). Instructional technology standards.. Retrieved from https://education.kennesaw.edu/instructionaltechnology/content/student-files-eds.