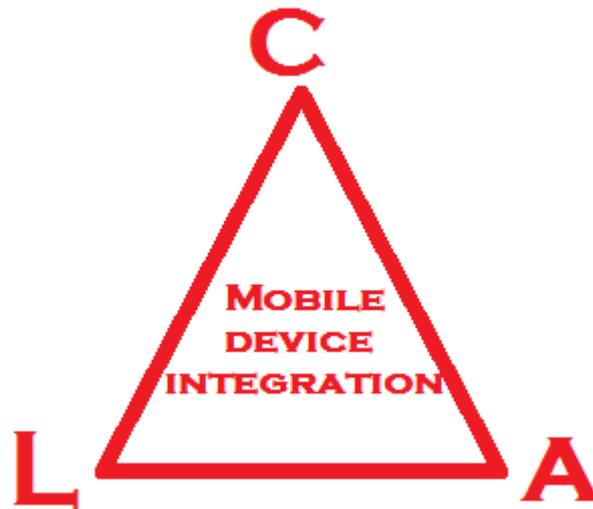
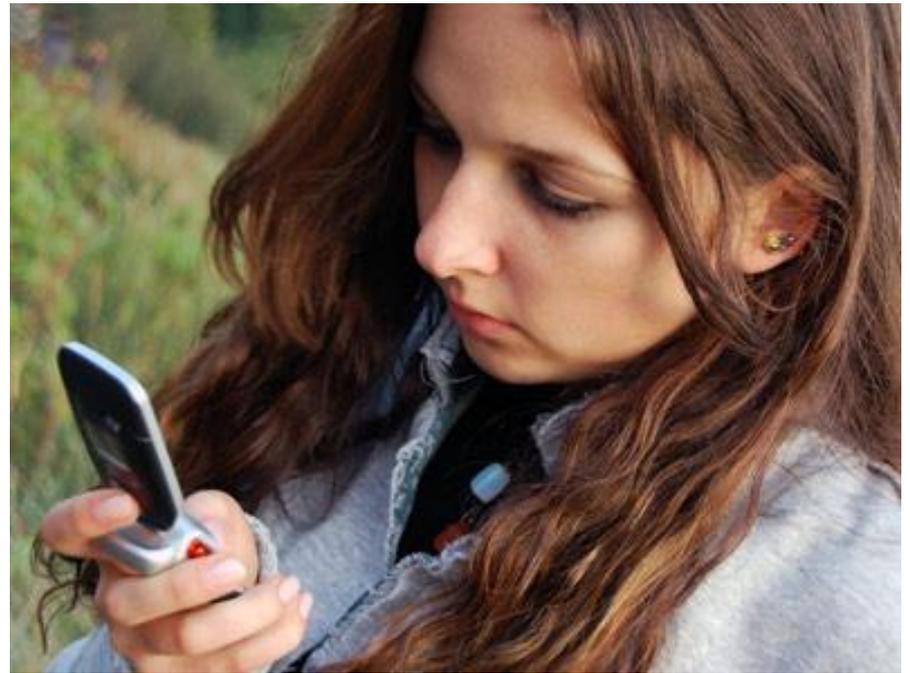


# SOUND PEDAGOGY AND TABLET IMPLEMENTATION

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# What are our Educational Objectives in this changing world?



Benjamin Greene



**The biggest atrocity of all is to indoctrinate our children into a system that does not value their creative expression, nor encourage their unique abilities ...**

Access to Information

Collaboration

Real skills

Flexible

Multimedia

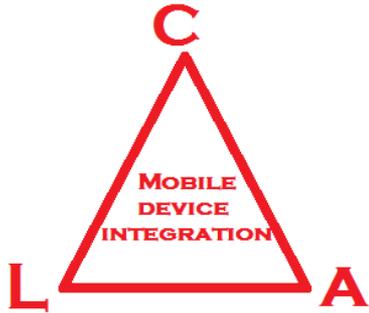
Book Bags

Student-centred

Beyond the Classroom

Differentiate

Learning never ends



# LEARNING

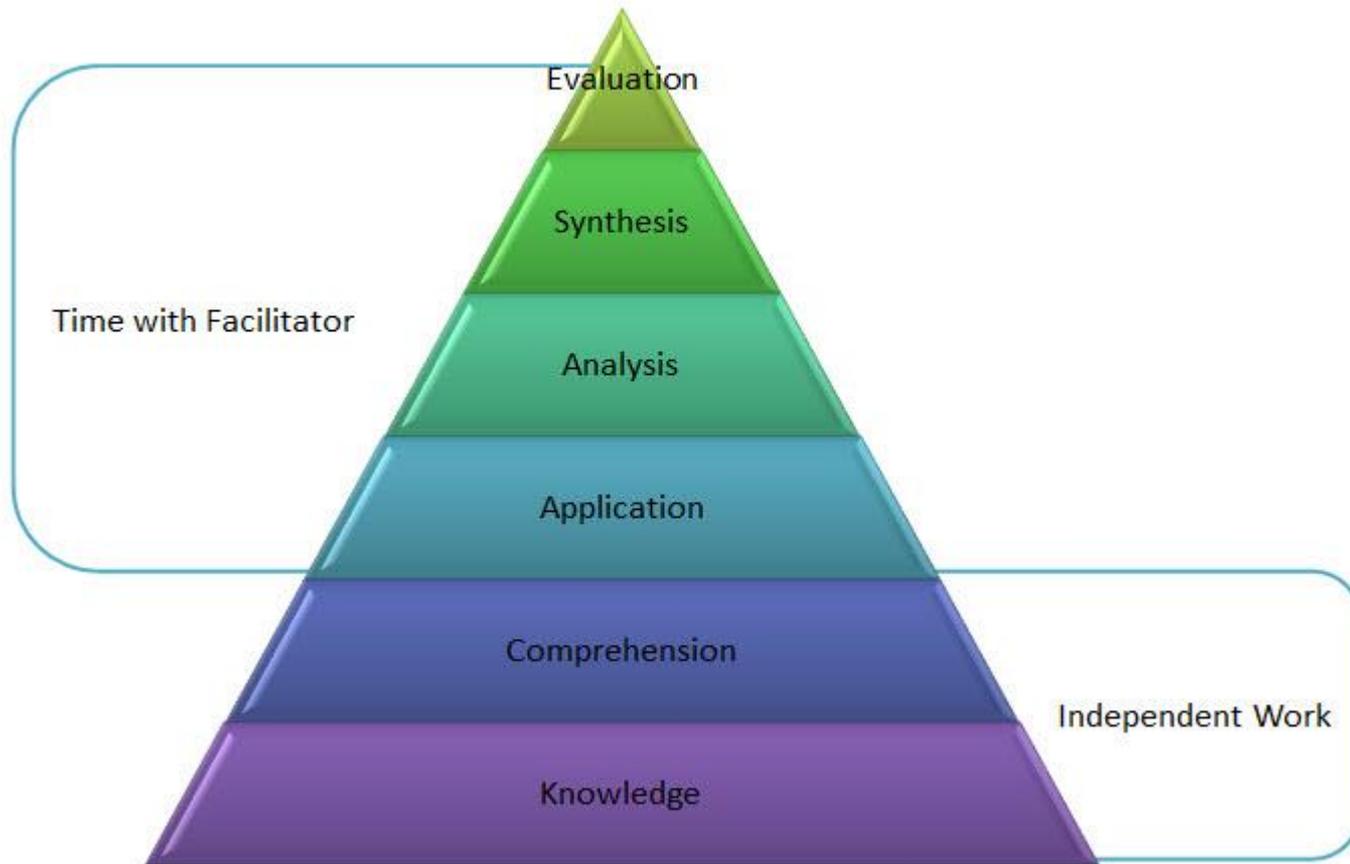
The acquisition of knowledge or skills through experience, practice, or study to be implemented in a real-life situation.

**Building  
Knowledge**

**Record of  
Resources**

**Understanding  
Knowledge**

# BLOOM'S TAXONOMY



## Building of Resource Material – ‘Teacher as Facilitator’

- Research
- Beyond the Classroom
  - Note-taking
  - Presentations
  - Photography
  - Mind-mapping



## **Learning Activity: Olympic Site Selection**

**Grade:** 8

**Subject areas:** Social Science and Language

**Aims:** The students would understand the theory of plate tectonics and how it explains the formation, movement and destruction of the Earth's surface. They would also understand that the Earth's geosphere interacts with other Earth systems and that geological events can occur quickly or over a long period of time.

Students would also practice logical thinking and writing a persuasive letter.

Students were told that they are each a member of a team comprised of a seismologist, a volcanologist and a geologist which has been hired by the IOC to help them choose a safe site with appropriate geological features for the 2030 Winter Olympics.

**Collaboration:** Each student took a role within a group: seismologist, volcanologist and geologist. Each student worked independently researching their particular field and came together to make conclusions based on the perspectives of all 3 scientists.

**Use of ICT:** The students used the Internet for research.  
Their notes were recorded using 'Evernote'.

**Self-Regulation:** There was a rubric for each of the scientists roles, which outlined what was expected of the students in their roles, including how well their letter of recommendation is written.

There was a also a rubric for their team-work efforts.

The project required 2 weeks for completion.

**Skilled Communication:** The final product would be a business letter to the International Olympic Committee recommending a site for the 2011 Winter Games.

Each group would do a presentation showing the strengths and weaknesses of each of the 4 given locations.



## Your Task:



Use Safari web browser to research each of the 4 cities viz.

Tokyo, Japan,

Sao Paulo, Brazil,

Banff, Alberta, Canada and

Jacksonville, Florida



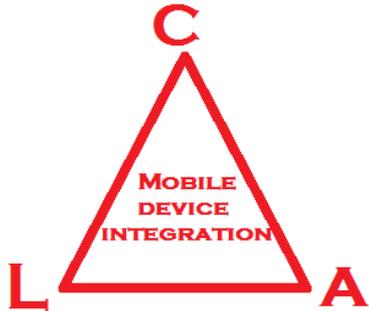
Use Evernote to record all your findings.



Come together as a group and share your information and then prepare a presentation using 'Explain Everything' to compile the group's findings and determine the best location.



Uses 'Pages' to write a persuasive business letter to the IOC explaining your choice of location for the 2030 Olympic Games.



# CREATING

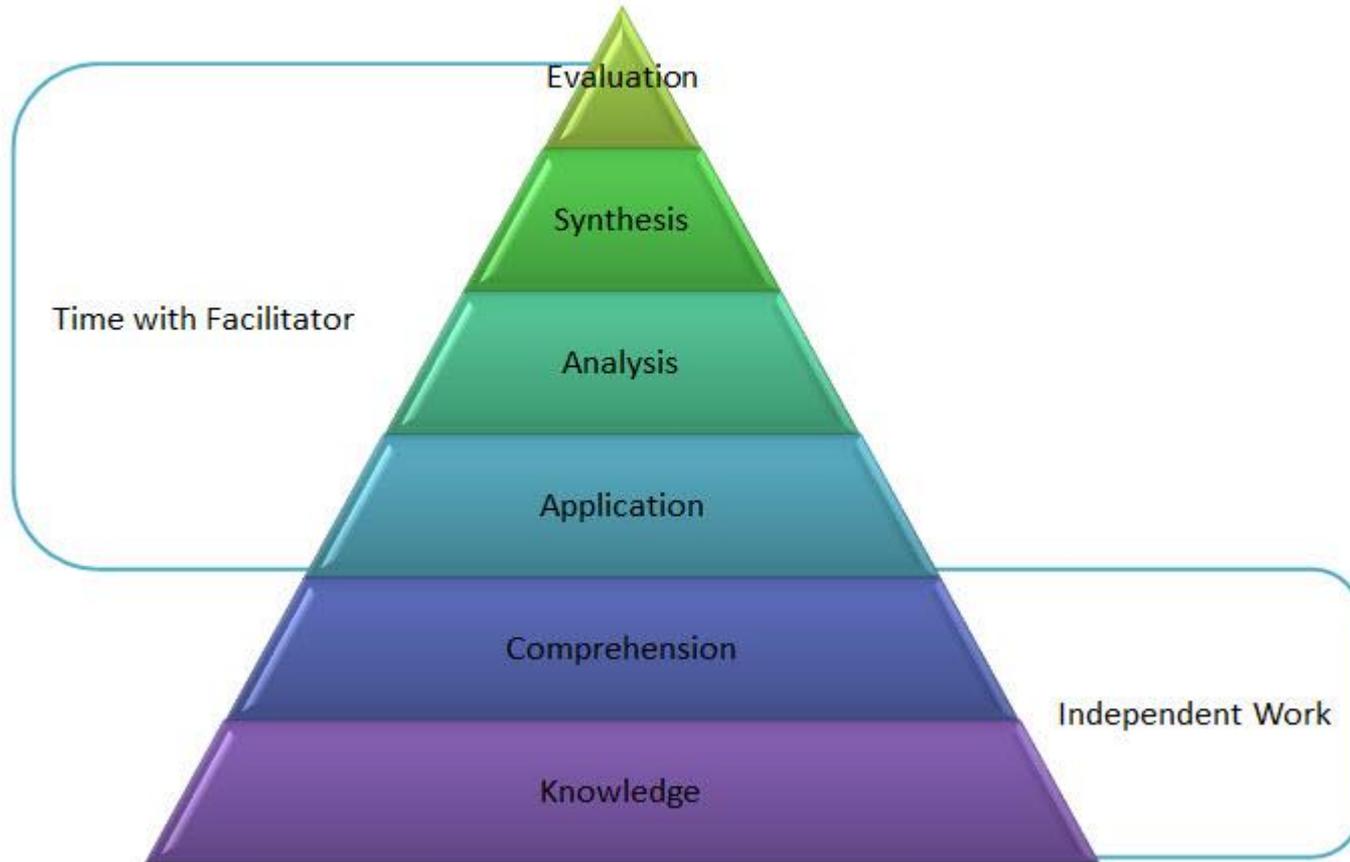
The acquisition of knowledge or skills through experience, practice, or study, to be implemented in a real-life situation.

**Applying, Analyzing  
Knowledge**

**Synthesizing,  
Evaluating Knowledge**

**Creating  
Knowledge**

# BLOOM'S TAXONOMY



## Creating own Content – 'Teacher as 'Meddler''

- 'Struggleware'
  - Higher Order Thinking Skills
  - Creativity
  - Innovation
  - Create own E-Books
  - Differentiation
  - Collaboration





## Creativity Apps:

iMovie



Book Creator



Explain Everything

# **Learning Activity: The Solar System**

**Grade:** 4

**Subject Areas:** Social Sciences, Language

**Aims:** The students will know which planets make up the solar system and how they revolve around the sun. They will be able to state 3 attributes of each planet.

## **Knowledge Building:**

- The Solar System was introduced to the class with a picture storybook.
- They were given some time to research their 2 favourite planets using the Internet.
- The students watched a simple YouTube song on the Solar System.
- While the song was playing they completed a mind-map on the Solar System.
- Once the mind-map was completed the information was used to compile an e-book on the topic. The e-book was to be used by the Grade 0 children to learn more about the Solar System.

**Use of ICT:** Computers and iPads were used for this project.

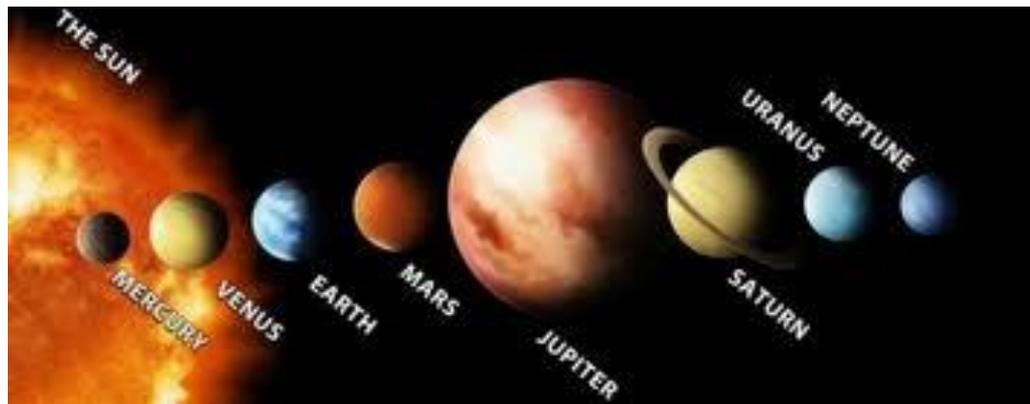
**Collaboration:** The students worked as individuals. There was only incidental collaboration between students as they shared ideas during the project.

**Self-Regulation:**

- The project lasted 2 weeks.
- Scaffolding was provided due to the age of the students – they worked on their project during class time and supplemented their work after school.
- The students knew exactly what was expected of them at the start of the project.

**Skilled Communication:**

- The students had to record their text in their e-books because their Grade 0 audience were unable to read.



## Your Task:



Using Popplet create a mind-map as you watch the video.



Use Book Creator to create your story on the Solar System.

# Learning Activity: The Industrial Revolution

**Grade:** 10

**Subject Areas:** History (Social Science)

## **Knowledge Building:**

- In groups of 3-4 decide on your topic from the following choices:
  - The Life of a Wealthy Capitalist during the Industrial Revolution
  - The Life of a woman during the Industrial Revolution
  - The Life of a child during the Industrial Revolution
- Research your topic using the Internet.
- Write a script using the content that you have found.
- Collect appropriate images for your topic.
- Your work will be presented as a podcast.

## **Collaboration:**

- In your groups assign the following roles to your group members:
  - Creative Director – All art work
  - Sound Engineer - Music
  - Narrator – Read Script
  - Producer – Overall project co-ordination

## **Self-Regulation:**

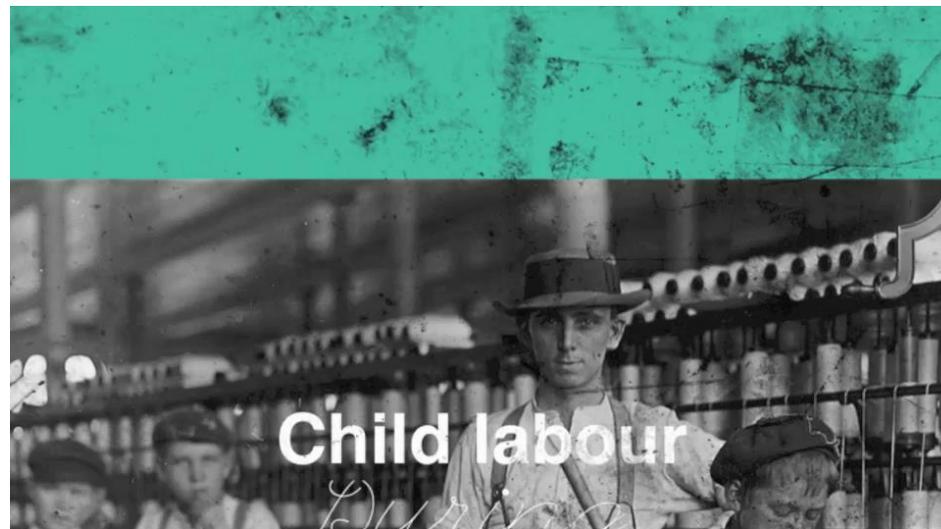
- The project took 2 weeks to complete.
- The students were given a rubric at the beginning of the project.
- The students were given an explanatory diagram of a podcast.

## **Use of ICT:**

- The Internet was used to research the topic, collect pictures and music.
- iMovie was used to create the podcast.

## **Skilled Communication:**

- The podcasts were shown to the class and later to the rest of the form.



## Your Task:

Select a topic and research it using Safari.  
Collect pictures.

Write a short script using 'Notes'.

Use 'Drawing Pad' to create a title slide and  
a credits slide.

Use iMovie to create your podcast.

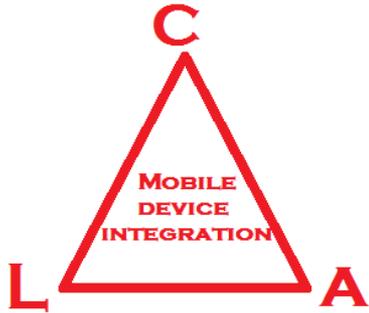


# Learning Activity: Prejudice

Grade: 9

Subject: History





# ASSESSMENT

The acquisition of knowledge or skills through experience, practice, or study, to be implemented in a real-life situation.

**Teacher Evaluation**

**Self-Assessment**

**Peer Assessment**

## Types of Assessments

- Formative
  - Quizzes and Practice Tests
- Diagnostic
  - Self-assessments
- Summative
  - Measures knowledge and skills
- Survey
  - Course Evaluation
  - Peer Review



## Assessment Activity



- Open Socrative Teacher and create an account.
- Create a quiz with multiple choice questions and open-ended question.
- Run the quiz.



- Open Socrative Student and complete the quiz.

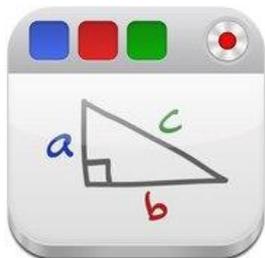
## Other useful assessment tools:



- Use the camera and the video camera to record students' work.



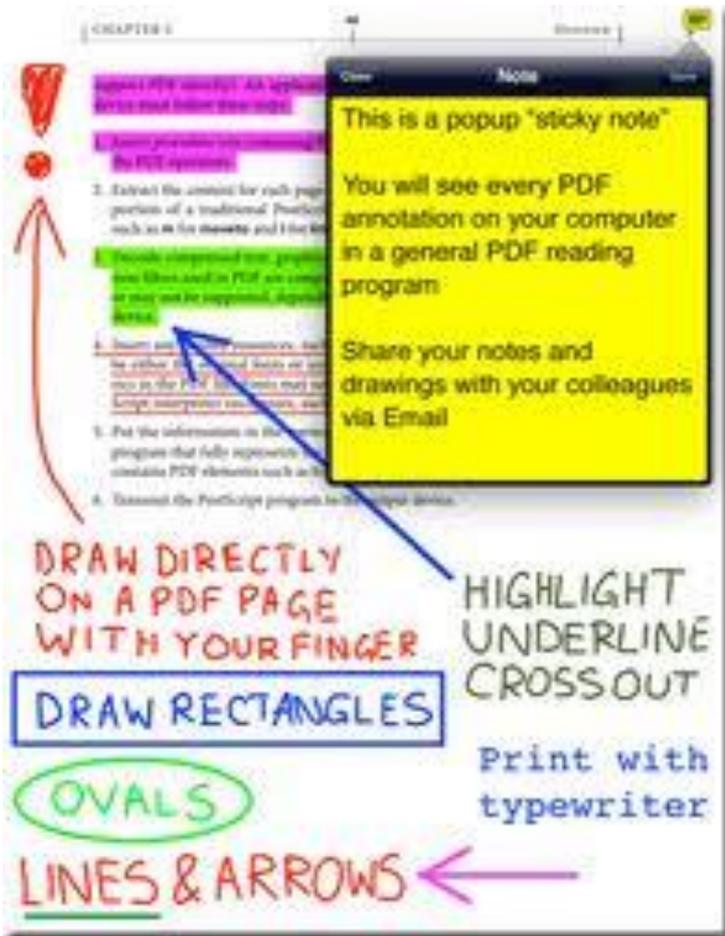
- Explain Everything is a presentation app. It allows the teacher to assess the student's understanding or thought process.



- Use Educreations as a quick assessment tool.



iAnnotate allows the teacher to annotate students' work.



## Your Task:

- Create a document in 'Pages'.
- Open the document and annotate it in 'iAnnotate'.
- Use the following tools:
  - Underline
  - Sound clip
  - Stamp
  - Note
  - Photo