



LESSON 5: Feb 10 due Feb 17

As we move into the second half of the course, I am hoping to make a change of focus. My goal in the first half has been to create a common core of skills and know-how amongst the 21 of you. We have covered 22 of the 33 skills so far and have done projects in four apps to cement those skills.

But the goals in our schools need to be on

- using our growing tech know-how in meaningful educational ways with kids
- helping faculty colleagues at our schools gain skills, enthusiasm and know-how

Towards that end, I am going to list what everyone teaches and divide you into 7 teams of 3. After hours of research using an app called FIND NICE PEOPLE I have matched each of you up with the two nicest people from other schools.

Amanda	The Oakwood School Greenville NC	Spanish PK-5 and community college	3
Becky	Brookstone School Columbus GA	Tech Middle School	5
Bobbie	The Bryn Mawr School Baltimore MD	Science G2-5	2
Catherine	The Oakwood School Greenville NC	Humanities G7 and AP Eng G12	1
Christie	St. John's Epis Parish DS Tampa FL	Library 1-4	6
Cynthia	Brookstone School Columbus GA	English G8	1
Dana	Kinkaid School Houston TX	G1	6
Dorien	Washington International School DC	Dutch G6-9	3
Emily	Burgundy Farm CDS Alexandria VA	Music K-3 Vocal 6-8	2
Joan	Ascension Epis School Lafayette LA	Spanish Middle School	3
Julie	Academy of Holy Names Tampa FL	Language Arts G6	1
Kassie	Wheeling Country Day School WV	Science PK-5	2
Kathy	The Oakwood School Greenville NC	Math High School (Geometry) and World Lit	7
Lisa	St. John's Epis Parish DS Tampa FL	Lower Division Head G1-4 (Math interested)	7
Lou	North Shore Country Day School IL	English G9	7
Lucy	The Bryn Mawr School Baltimore MD	Tech and French Lower School	5
Mary Lou	St. John's Epis Parish DS Tampa FL	G2	4
Morgan	Ascension Epis School Lafayette LA	G4 and Tech	5
Nikki	The Oakwood School Greenville NC	G3	4
Rebecca	Kentucky Country DS Louisville KY	Art G1-4	4
Sukey	Ensworth School Nashville TN	Kindergarten	6

I will send an email to each group of three so you can just REPLY ALL and save the email addresses of your two partners. I will call this **HW 5.1**.

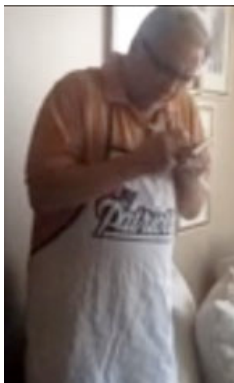
HW 5.1 Required

Send an email to your two partners about what you have liked or found frustrating about this course so far. **Please do NOT include me in the email.** Feel free to comment as you like about any of the four apps so far (Skitch, Book Creator, Puppet Pals, Inspiration/Kidspiration). Feel free to comment about the PDFs, the videos, the HW assignments, my weird sense of humor or anything you want. Feel free to talk about your own progress or frustration with iPads or technology at your school or anything you want. The purpose of HW 5.1 is to establish a relationship based on this course with the other two people. This relationship will remain intact through the end of this course unless you get a note from your doctor or one of your parents asking you to be switched to a different team ;-)

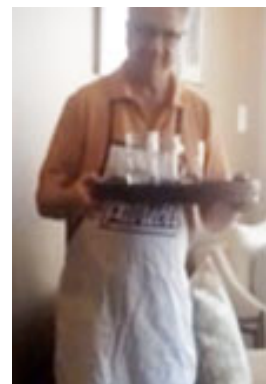
HW 5.2 Required

Please answer any of these questions that are applicable and added to a new section of our Wiki called FACTORS THAT MAKE STAGES 2&3 EASIER

- are you teaching any grades this year for which every single student has an iPad?
- Or are you teaching any grades where you have access to an iPad cart?
- if yes, what is the procedure for installing apps on the iPad?
- does your tech dept help you in your classroom if you need a "second person" to assist?
- if you have a cart will your tech dept install a new app once you request
- do you have an individual teacher budget designated for buying apps?
- does your school make it easy or difficult to add apps?
- do you use any faculty meetings where 1 or 2 teachers take the stage highlighting some app or technology project that worked in her/his class?
- do you have a tech person who will meet with you on request to help you with tech questions or help you create a tech project

HW 5.3 Optional (*my attempt to be a waiter in weeks 6-7-8*)

In the second half of our course, I would like to transition to helping you find apps are subject specific for your curriculum. Accordingly, I will be using the webpage of <http://summercore.com/apps> to highlight and suggest apps for you and your curriculum. We will get there formally next week in Lesson 6, but you are welcome this week to look at this website and "place an order" as you would in a restaurant. For example: "Hey Steve, I would love to see a section of that deals with Apps for Teaching Poetry."



HW 5.4 Four More Skills onto Our Wiki Page as We Head to 33

Read or watch the videos as you need to so that you make sure you have these four skills below. Whether you watch the entire video, part of the video or none of it is your choice. Just make sure you have the skill and check it off on the wiki!

iPad # 23

GD (Google Drive/Google Docs) on iPad (3.5 min)

<http://youtu.be/29NMZ3e6anA>

Task: Demonstrate that in the world of 2014, you can type or edit on a shared GD WP doc, a shared GD Spreadsheet file but not a shared GD presentation or shared DR file.

Feel free to use <http://tinyurl.com/anyoneWP> or <http://tinyurl.com/anyoneSS> or <http://tinyurl.com/anyonePR> or <http://tinyurl.com/anyoneDR> for trying out. Note that even though it works fine with WP and SS, you do not get the full set of GD features when using the iPad Google Drive app.

iPad # 24

Save Web Pages onto your Home Screen as Icons (2 min)

<http://youtu.be/ErvBvvWydCU>

Task: Demonstrate that an easy way to preserve a webpage link on an iPad is using ADD TO HOME SCREEN rather than using bookmarks.

iPad # 25

Add Bookmarks in Safari (4 min)

<http://youtu.be/RxrR92J3Vgg>

When using Safari, add a website to the home screen by clicking on the save/open in button on the top (square with an arrow) and select Add to Home Screen.

Task: Add up to 3 bookmarks from the web to your home screen.

iPad # 26

One Space Between Sentences (1.5 min)

<http://youtu.be/xyLUZYCFiw0>

Task: Use the trick that two spaces at end of a sentence makes the iPad auto-type a period followed by one space. If you are a person who still uses two spaces between sentences, it is time to change this habit which was the right way in the 1970s and 1980s.

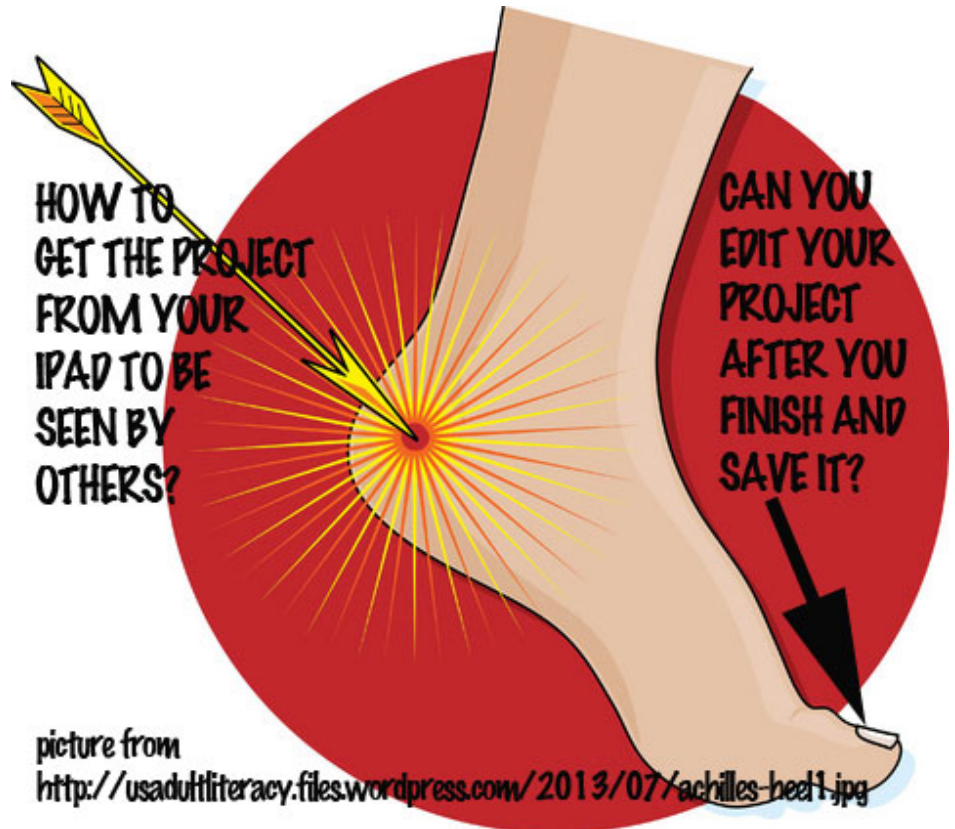
By the way, this class is doing a fantastic job with the Wiki. I love reading your thoughtful comments each week and I hope the document we produce by the end of the course will be a useful keepsake and ongoing reference for you.

Next Topic --- Achilles' Heel & Toe ;-)

For each app, there are two common and very important characteristics:

1) Achilles' Heel? How can the project be moved or seen from another device or from the web? Example: Book Creator can export to Google Drive or Dropbox or iBooks so it has a good heel

2) Achilles' Toe? Is the app "one and done" or can it be edited/changed after it is finished? Example: Puppet Pals is "one and done" so if you make a mistake you need to redo; accordingly, we would say Puppet Pals has a poor toe



Please keep the heel and toe metaphors in mind as you look at apps over the next few years.

Our next app is called TinyTap and it is so incredibly flexible and interesting that I believe it is an essential app for you to look at. I really love this app and hope that every single one of you will find it exciting and useful!

Like the four previous apps, TinyTap can be used by any teacher of any subject in grades K-12. Please do not be put off by the fact that it was originally designed with tiny kids in mind. It is our first app in this course that lets us make our own game. I could easily use it to make a game about Calculus, Physics or US History.

Next Topic --- Creating your Own Game using TinyTap!

TinyTap lets you create your own "touch and tap" games where you ask questions with your voice and the student answers by tapping on a spot on the screen.



First, take a look at this game I created last Halloween using TinyTap. It is posted on the web at

<http://tinytap.it/games/g3br/play/>

and so you know right away that this app has a good heel (easy to share with others). The web address above is NOT the instructional video that shows you how to use TINYTAP. Instead it is the GAME that I made last Halloween.

After you create your game, you are given a web link that is usable on Mac or PC laptop/desktop or iPad. I made mine into an easier tinyurl.com which you may choose to do so as well with yours -- <http://tinyurl.com/tinytap34> -- since my brain can remember the one in green easier than the one in yellow.

The game you create will consist of these three types of slides. You can have as many of each type that you want or you don't need that type at all.

Type 1 in TinyTap: A Say Something Slide

Type 2 in TinyTap: An Ask a Question Slide

Type 3 in TinyTap: A Create Soundboard Slide

I chose to have one slide of each type, but your own games can have whatever mixture of types that you want. By the way, TinyTap has a medium Achilles' toe, since some components (not all) can be changed when done.

Type 1 in TinyTap: A Say Something Slide

My first TinyTap screen is type 1 -- picture and narration only. After you hear my voice, it goes automatically to the second screen. Notice the icon at the BOTTOM RIGHT that will take you quickly to page 2. This first slide with the computer pumpkin is an example of a SAY SOMETHING slide. It has one voice narration and nothing more.

**Type 2 in TinyTap: An Ask a Question Slide**

My second screen is type 2 -- it contains three questions in sequence from the narrator (me) that challenges the student to tap or click on the screen. Please try to get the question WRONG by tapping on the incorrect location. This second slide with the picture of the SETTINGS screen is an example of an ASK A QUESTION slide.

One audio question is about "lock the screen."

A second audio question is about "keyboard shortcuts" on the iPad.

A third audio question is about "making text larger" on Notepad.



If you get my question wrong, you get a voice message from me with a hint. Eventually, you get enough hints so that you get it right!



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My second screen has two audio questions, but as I said you can click the page turner at the bottom right if you want to go to the next page.

Type 3 in TinyTap: A Create Soundboard Slide

My third screen is VERY DIFFERENT from the first two screens. It is not "ask question and tap to get it right" but rather it is "tap and learn." I have put "something to learn" under the 13 cookies on the right side of the screen. This third slide with the binary cookies is an example of a CREATE A SOUNDBOARD slide. It has 13 "hotspots" on the 13 binary cookies on the right hand side.



Here are some screen snapshots for the steps when working with TinyTap.

The tools at the bottom of each page

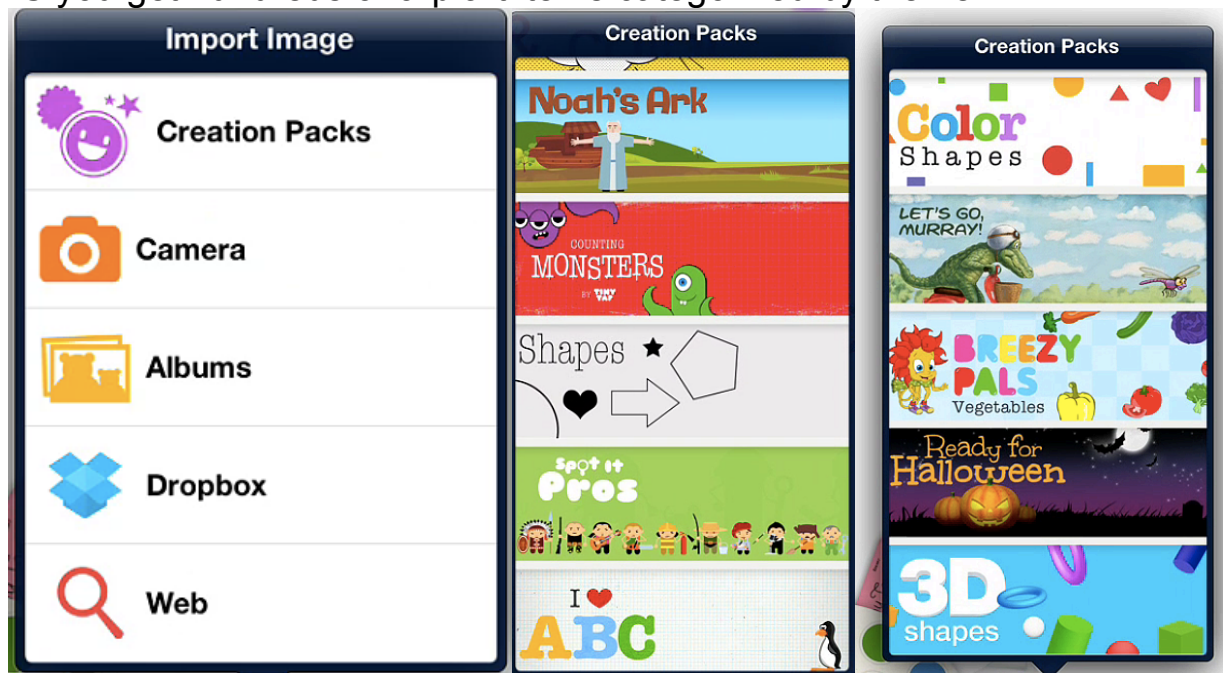


Sample using the tools on the left



You can move text around, change its size by pinching and undo one or more moves with the icon at the bottom left. The color you choose is located in the black semicircle located at the exact middle of the palette.

When you click the camera, you get these choices and if you choose CREATION PACKS you get hundreds of clip art items categorized by theme.



Here is the 15 minute teaching video by me about TINYTAP. Please watch this either before or after you read through this PDF, whatever works better for you:

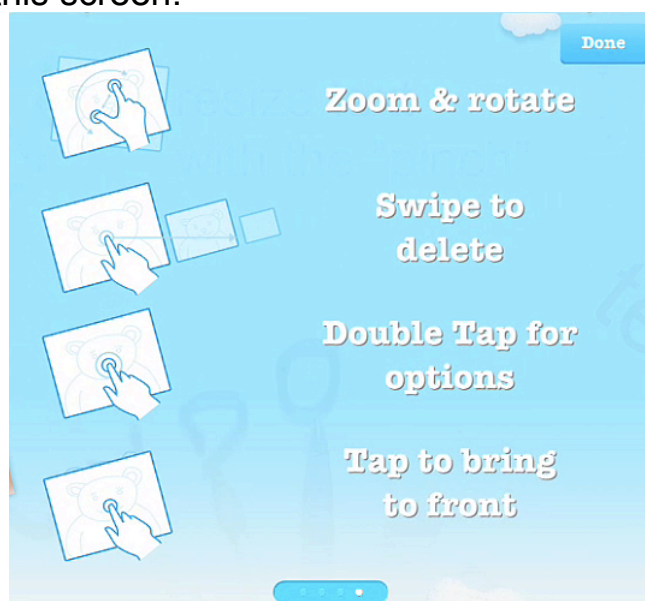
http://youtu.be/rbASwRfA_-Y same as <http://tinyurl.com/tinytap33>

Here you see the important UNDO symbol at the bottom left

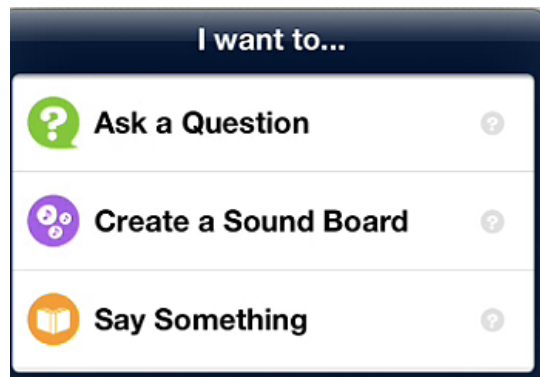


The green arrow at the upper right means NEXT SCREEN where you can record your voice. At the upper left, the arrow in the open box lets you SAVE or email your drawing.

When you use the clip art from the Creation Packs, each item you get is an OBJECT and you can do the following 4 things to any of these objects. When you double tap on an object, you get this screen:

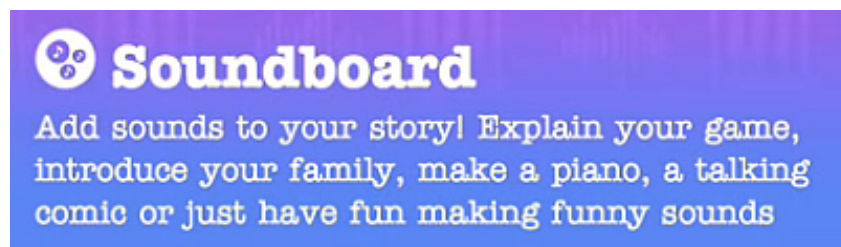


Once you have the graphics page that you want and you proceed to the next screen, it is time to record audio onto that page. Each page can be 1 of 3 types:

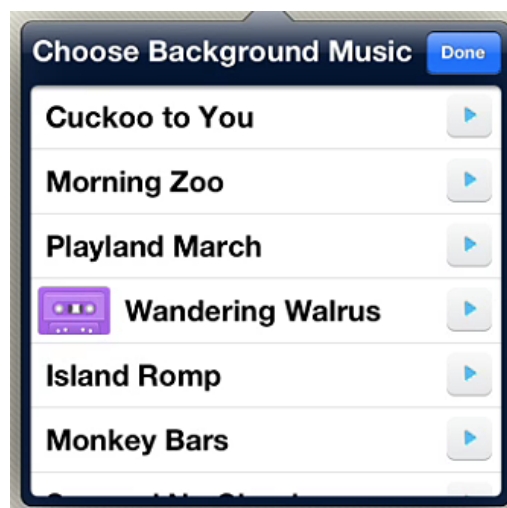


The SAY SOMETHING type means the student is listening to your voice while looking passively at the picture.

The SOUND BOARD type means that you are putting "hot spots" onto the screen so that the student will hear something different based on where he/she clicks.

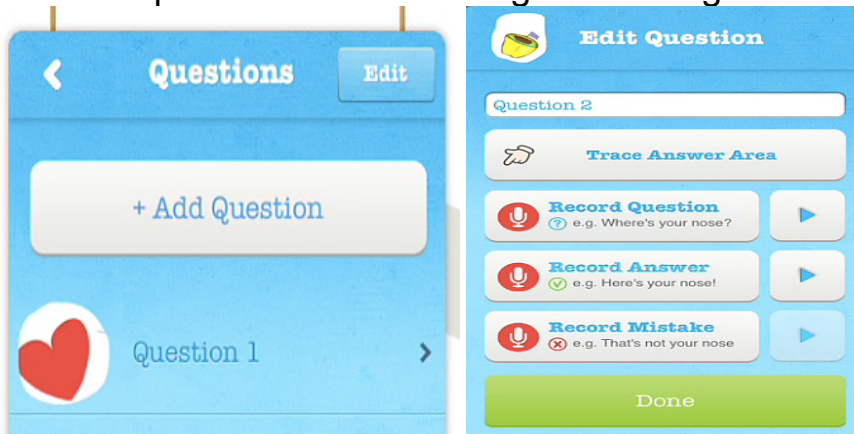


Yes you can add music (but not your own). It is very funny that the icon is a tape cassette, something most people under age 20 have never heard of!





If you choose to make an ADD A QUESTION slide then you get these options. You can have multiple questions on each slide. For each question, you can record your voice for the question PLUS the designated area when the user gets it right PLUS an audio response when the user gets it wrong.



Specs for this assignment that I will call **HW 5.5: Create a review quiz for your students on something that you teach coming up in the future.** Since TinyTap creates a URL that contains your finished product, it will be easy to give this URL to others. Your finished product must contain 3 or more slides with at least 1 of each type: Ask a Question + Sound Board + Say Something.

*If you have a different, creative idea for using TinyTap, please go for it!
This app is very open-end and maybe you can do something more creative than a review quiz.*

HW 5.5: Send by REPLY ALL email the URL of your TinyTap creation to your 2 team partners as well as to me.

Finally HW 5.6. Look at the TinyTap creation of your team partner and send him or her a note about what you liked. No need to cc me. I would like each team to develop your own synergy and relationships.

By the way, I made the observation that TinyTap has an A+ Achilles' Heel since it publishes to the web with a URL you can share with anyone. In terms of the Achilles' Toe (my metaphor of course), it is B+. You can add questions or modify questions but you cannot alter the background graphic. You may have to delete a slide you have created and redo it if you want to change. You can however, re-arrange the order, so it is a pretty good (but not perfect) Achilles' toe.



Have a good week,



phone = 781-953-9699
 skype name = stevebergen (no spaces)
 Email = sbergen33@gmail.com

p.s. This is HW 8.1 as presented in Lesson 4 and now posted on our Wiki

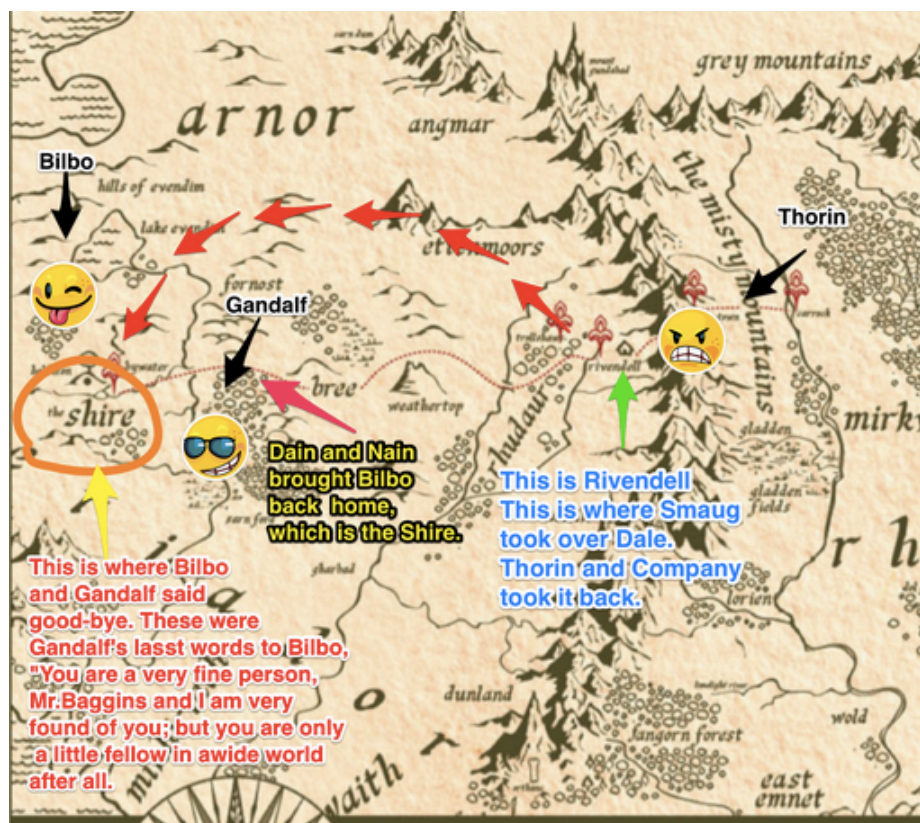
HW 8.1 is due March 3 and is to choose one of the apps from this course and to integrate into a curriculum unit in the month of February with your students. I am not trying to get to use tech for its own sake but I am asking you to "be a pioneer" and add to your pedagogical repertoire. I am quite conscious that "hardware is essential" and some of you teach in schools where your students do not have access. So here are various options so that you can start thinking about what would work for you.

- integrate one of the apps from this course into your curriculum creating a rubric of specs for your students, setting the bar high as an in-class or HW assignment (stage 2/3)
- announce to your students that you will give an extra credit project for those 3 or 4 students who want to help you produce a review project with an extra session or two using this one specific app on the curriculum topic of ??? (stage 1/2)
- pick one student and meet with him or her individually. Tell that student that you are thinking of using this app next year (2014-15) in your class and that you want to see what a student's project might look like in regard to one of the curriculum units in your class. Help get the student going with that app (stage 1)
- pick one faculty colleague who knows less about the iPad than you and help get him/her going with one of the apps from our class and what he/she might produce. (stage 1)

The key idea for HW 8.1 is to get you seeing how students/colleagues do with something you have already encountered in this course. For each app in this course (Skitch, Book Creator, Puppet Pals, Inspiration/Kidspiration) each of you has worked through the learning curve to get up to speed. Now -- like Piaget observing his own kids -- I want you to formulate a "pioneering experiment" in which you are able to observe your students/colleagues and what they encounter and accomplish. You will be asked in HW 8.1 on the week of March 3 to reflect via writing or audio/video how the pioneering experiment went.

Below is an example I got from Catherine on Friday afternoon. She wrote me that "we used Skitch to annotate *The Hobbit* map today. I attached one of the better examples. We used this as a way to review plot before the test on Monday."

and included a sample. So now she is half done with HW8.1 and will write a paragraph about how it went on our wiki for the other half.



Is there anything profound and mind-boggling and amazing about this use of Skitch as part of the review? No of course not.

Is this going to dramatically change and alter her students educationally as a result of using Skitch for this topic review? No, of course not

But that is exactly the point.

Technology is not a magic bullet that is going to turn our classrooms upside down and change the face of education. Technology is just another tool that you should be using frequently to give students alternative means of creativity, assessment and productivity. Some teachers are of the belief that technology should only be used when it dramatically can alter the lesson. I reject that. When I was in school, occasionally the teacher would take out the overhead projector and we as kids knew something special and different was coming. This is not what we want with technology. You should not be planning one tech day in the Fall and one in the Spring. You should be trying to use and pioneer different tools and apps when appropriate and the more you do the easier each instance will be. My goal with HW 8.1 is for you to share one such example from our course along with your reflections.