

**LESSON 8: March 3 - March 8** ("we officially end Saturday 3/8")

Hi everyone in the iPad course,

This is our final lesson and final week. I know many of you are still "playing catchup" so I am going to feature one final app that you can read through, enjoy and hopefully use after this course is over. There is no new big project to create so hopefully you can "end strong" and finish up the items from the last week or two by Saturday of this week when we officially end. **Yes, Saturday 3/8 is the last day for any phone call or skype conversation.**

I begin by sharing the last app that we will experience as a group -- Voicethread -- and an appropriate end of course project that we will all contribute to.

Here is the VoiceThread that I have made for us. Your **Lesson 8 required HW** is to contribute via audio/video to this project. You are not being asked to make your own.



Voicethread is one of the best "collaborative apps" that allows multiple students to contribute to one project in a very neat way with audio, video or text. Voicethread lets you build a slideshow of pictures and/or videos with links. However, that is boring and standard and there are dozens of similar apps.

**The unique feature of Voicethread is the way that multiple viewers can add video or audio comments to the slides.**

So you the teacher create slides on any topic of your choice. It might be vocabulary words in Spanish, Dutch or English. It might be characters of a novel. It might be famous historical locations or important years in history. Or it can be word problems in math or perhaps a chess puzzle such as "white to mate in 3 moves." As the creator of the Voicethread, you can arrange the order of the slides, you can add more slides whenever you want (it is not "one and done" software) and you can even add titles which appear as captions on the pictures. Once you create your Voicethread, you are given a URL that of course you can make into a tinyurl for convenience.

Your students (or participants) now on their own accounts can go to the slides and can leave audio or video comments on one or more slides. You can also leave text comments but that is less intriguing.

Each participant with an account makes a tiny icon (avatar) that represents him or her. These avatars appear on the bottom of the screen (iPad) or around the perimeter on a Mac or PC. Yes your Voicethread creation via the URL works on a Mac or PC or iPad for those of you in mixture schools ("how's that for a new phrase") where some of your students use iPads and some use laptops.

So in my Lesson 8 project, you see 14 slides that I have created using Voicethread. Slide 1 is a map of the USA and Slide 14 has your faces and the stage 1-2-3 article. All the slides in between represent the apps we have encountered in our course.

## Voicethread -- required

Step 1: Download the free Voicethread app

Step 2A: Create a free account by choosing to REGISTER.

*When you create the account, you will need to verify it by going to your email!*

Step 2B: However, If you are so pressed for time that you need a Plan B, you can use the credentials of the larrybirddoll@gmail.com with the password that I have given you before or will give you again if you send me a quick email. It has 8 bytes and begins with "larry" and then has 3 digits.

Step 3: Use a photo of yourself as an avatar for your account. This is important unless you are pressed for time and use the LB credentials.

Step 4: Now you can go to my voicethread project at <http://tinyurl.com/voicethread333> which is just a shortened version of what Voicethread gave me which was <https://voicethread.com/share/5483770> and my brain cannot remember.

Leave a Voicethread audio or video comment on 3 different slides. The first slide (USA map) and the last slide (your faces) are both required. The third is your choice, corresponding to your favorite app.

This video at [http://youtu.be/v\\_pnmxxwpSs](http://youtu.be/v_pnmxxwpSs) will show you every single step for the above required work. I am declaring this video **useful but optional** since I think some of you will be able to do this without more help.

What's required to do? Don't forget to speak loud!

- Make an avatar after you create an account
- Add an audio or video message to slide one telling me (and others) some interesting fact or trivia info about the state you live in. This is slide 1.
- Pick any 1 of the slides from #2 to #13 and add an audio or video message to this one slide telling me (and others) why this was the favorite app you encountered in this course.
- Go to slide #14 (the last one) and in the context of Stages 1-2-3, make some predictions about how you would like to see your teaching and pedagogy evolve over the next two years. If you want, pretend that it is Spring 2016 and you are looking back over the last two years.

Got it? I hope so, since this is one of the last required tasks of our course. I know of no other app or software that allows this level of collaboration in creating something.

Only the creator can add slides or captions or can modify the order.

And your Voicethread account will work on your Mac or PC where you have more features in modifying your creation. It also has a nicer interface with the avatars appearing around the screen. The Mac/PC version allows you to voice-record by using a telephone which is a very clever feature. You click on an icon and the software then calls your phone number and lets you record. You only get one free phone call (just like going to jail) unless you upgrade and pay for the commercial version. By the way, many schools buy Voicethread School License accounts.

## Second required topic (easy)

I want to share some quotes from your collective writing

### HW 5.2 FACTORS THAT MAKE STAGES 2&3 EASIER OR HARDER

that I have read and re-read several times.

Your thoughts are too wonderful and interesting to leave that stuff isolated and buried on the wiki in small font size. I have copied and pasted items here. I hope you read it since the important theme is that all schools are going through similar transformations and the experiences of others can help you.

You have done a wonderful job with our wiki and I hope you have learned from each other. That has been one of my goals for this course. Read these quotes from your online colleagues and then go to my short survey at

<http://tinyurl.com/surveyMar2014>

and indicate which one quote you found most interesting and why. You can pick just one!

(A) • If we need apps we can get them through the IT Team. They need to push them out. We have one IT person to help us with teaching with technology. He is very helpful and knowledgeable.

(B) • Students can only download apps when directed by an instructor. Teachers may request an app that the school may purchase at the beginning of the school year with an App Request Form telling admin why the teacher thinks it is worthwhile. Free apps are ok, if directed by the instructor to download. I do get lots of IT help. This year, we have a dedicated IT person for this middle school campus and she posts how to videos, and sends tidbits and wikis for us to read, and responds right away if I have a questions. She is patient and really wants feedback and loved to help. I treasure her, because at another campus, the IT guy was buried in his room building computers. My school seems to have a generous budget when it comes to ipads and apps. We were award an Apple Recognition Award this year.

(C) • All of our students have their own iPads that have been given to them by the school. Students can buy or download any apps they like at home, allowing them to personalize their iPads. For in-school use, I email our curriculum specialist and just ask. Especially with apps she's familiar with, she's pretty great about it. The school buys the app for kids and then pushes it out through Self Service. She and another tech person always ask if we need help pushing out the app to students.



(D) • During the summer, each faculty member submitted a list of apps she would like to have on the iPad for the classes she teaches. The technology department members decided on the final list of apps to install and those apps were placed on the iPads at the beginning of the school year. This process was repeated halfway through the year and additional apps were added. We have a technology coordinator for the Lower School who is available to assist in the classroom, if needed. She also teaches the students how to use selected apps so that the teachers do not need to do so. She is available to answer questions or help the teachers learn new apps or design projects, as well.

(E) • I meet with other humanities teacher in the high school about every two weeks to talk about apps etc. I've been able to be increasingly helpful to others as a result of this class. Like I said, the tech people are very much tech in education people and they've been very helpful, supportive, and patient.

(F) • I put \$2000 on reserve for apps. My IT supervisor updates pads. I hope to have 10 ipads per classroom next year.

(G) • Each teacher usually installs her own after getting permission. Our tech person is very helpful and has guided me with several problems. I am sure he would install apps if I asked.

(H) • Our tech department is always willing to help and is super available; very easy to add apps and we get a \$25 gift card to get started; we highlight technology in department meetings more so that faculty meetings.

(I) • We do have tech people on hand who are able to assist as needed. There is also a budget in the departments for downloading on to iPads in the classroom and on the cart.

(J) • Our Techs install apps. They are available to help the teacher. There have been a few faculty meetings where teachers have showed us apps to use.

(K) • We are still trying to figure out many things, at least with the iPads because our technology does not support them yet. We have not yet been told how we can purchase apps or what our budget will be. Right now we are only using free apps and we all have the same log in which is a problem. We are very much at the beginning discovery / learning stage with iPads. Our technology department has a lot to figure out before school begins in August.



**(L)** • We have a technology budget that buys apps that we request and ones that the technology coordinator and librarian think would be useful. When teachers make app requests, they are usually fulfilled. The tech coordinator and librarian do the updates and downloads..

**(M)** • We have to turn in an official form to our Instructional assistant if we want an app downloaded. She must approve it. They will most likely install free apps, but paid apps require a bit more convincing. You must give your formal request two weeks before you need it to allow enough time for tech to install it. We do not have a budget per teacher, but I imagine we have a school-wide budget. We have faculty meetings, but none have highlighted particular apps. Our tech integrator is great and willing to work with us.

**(N)** • If there is a free app that we find to be useful, we just let the tech person know, and he will install it when time permits. I'm not sure where the funding comes from for installing apps, but it does not come from my personal classroom budget. We have not had faculty meetings to highlight apps or tech projects, although I think this would be a great idea. The tech team at my school is mostly always available and ready to help in any way.

**(O)** • I am lucky enough to be at a school with a 1:1 iPad program. We only download apps before school starts and after the second quarter. In a way, I think this is good, because there are so many apps out there and it helps people only select apps that they really need (rather than filling the students' iPads up with things they may not use). Teachers are able to download relevant apps pretty easily. Our technology coordinator is very invested and helpful.

**(P)** • Our tech team is reliable and we have a small budget for app purchases. Our faculty meetings are a good place to showcase tech uses in our curriculum.

**(Q)** • We do our own updates and can requests apps. There is a scheduled time with a tech person each week and she checks in often offering assistance with everything. Grade level, division, and full faculty meetings often have teachers sharing the technology happening in their rooms. Also on in-service days.



(R) • Students can download whatever they want as far as I can tell (some students struggle with distracting games; some have found apps to shut their games off for them during the school day). There are some apps that the school makes them download or pre-programs for them. My tech staff is great. They all double as librarians, so they're super intune with the technical/academic overlaps. Sometimes they come into my class to talk about how to do research, sometimes they come in to help kids with iPad projects (so far we've only really done one with iphoto and skitch). I received \$20 to buy apps with; it's been super easy to buy apps--there's no official clearing house. I think at one point I was supposed to tell someone when I downloaded something, but that hasn't been followed up on and it was mostly so they could give other teachers suggestions.

End of the required portion of Lesson 8. Below are optional items for those of you who want to go further. Or you can save them to read and study over the next few months as a means of continuing your growth.

Be well everyone and hope you stay in touch. Teaching you and getting to know all of you has been fun. I wish you the best of success with your computer usage and your careers. Even though our 30 minute phone sessions/teaching sessions end this Saturday 3/8, if I can help you at some point in the next 33 years by email or a 5 minute phone call, I would be glad to! Be well, everyone! Steve

p.s. in a week or so, I will send you an optional end of course survey along with an optional procedure for a certificate for PD hours



## Optional first item: more info and videos on Voicethread

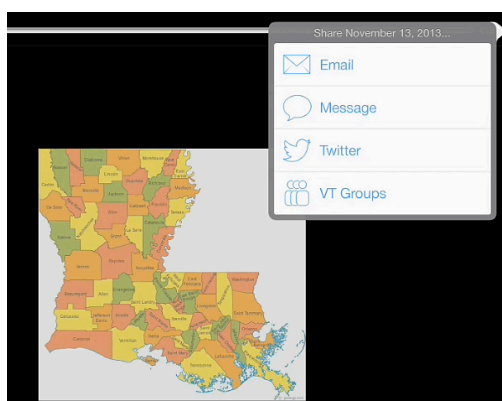
Learn about Voicethread on the iPad via my 6 minute video at <http://youtu.be/P9SJr-rYb2E>

Learn about Voicethread on the Mac or PC via my 9 minute video at <http://youtu.be/PCdfMDdFabU>

Quick short overview about Voicethread.

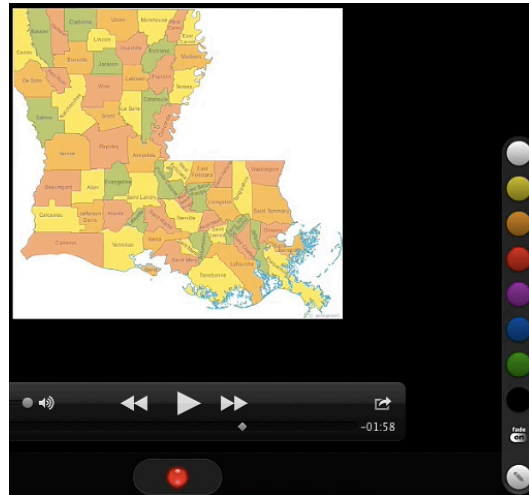
- 1) The app is okay but limited and a bit frustrating when you create a voicethread; the iPad is BEST for leaving a comment on a voicethread already created
- 2) The website on your Mac or PC is absolutely wonderful
- 3) So the best algorithm is
  - a) create the voicethread on your iPad or laptop/desktop computer
  - b) modify it on your laptop/desktop computer since you can do MORE THINGS with the web online software than you can via the iPad app
  - c) have your students leave their comments -- text or audio or video -- on their iPads but make sure they are required to use a picture/avatar

When done with Voicethread, you can email the result to anyone. We love apps that have this feature.





When voice recording on a picture, you can draw on the picture using the circle icon at the bottom right of the screen, very close to the RIGHT ARROW. This feature works on the iPad while a similar feature works on the Mac or PC.



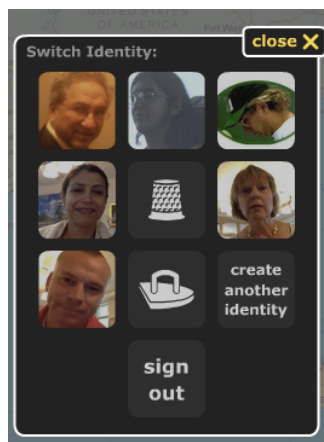
Without each person having a photo/avatar, voicethread is not so interesting. Serious.



Notice the multiple avatars or pictures around the perimeter on the Mac or PC version. On the iPad, they are shown vertically on the right or horizontally on the bottom.

Notice the color paint wheel on the bottom edge to the right of CANCEL. This allows you to paint on the screen while you are doing your comment.

When you click the identity box (left of where it says SAVE above), you get this screen



Here are some Voicethreads done by teachers who have attended Summercore over the last few years. They give you a good idea of the range of this collaborative app.

Second Grade Art by Phaedra ... Lower School Art Teacher talks about Paintings -- <http://voicethread.com/?#q.b554333.i2963894>

Carnival Project by Pat and Group ... The fork and the spoon teach the boys and girls about empathy -- <http://voicethread.com/?#q.b557297.i2978884>

French Vocabulary by Spence Teacher -- <http://spenceschool.ed.voicethread.com/?#q.b1226090>

What Makes A Good Photo by Art Teacher from Berkeley Carroll <http://voicethread.com/?#q.b557325.i2978968>

## Optional Second Item: a fascinating "personal app" not for the classroom called Flipboard

For the **next optional topic**, I would love to interest you in an App that virtually everyone who sees it at Summercore loves!

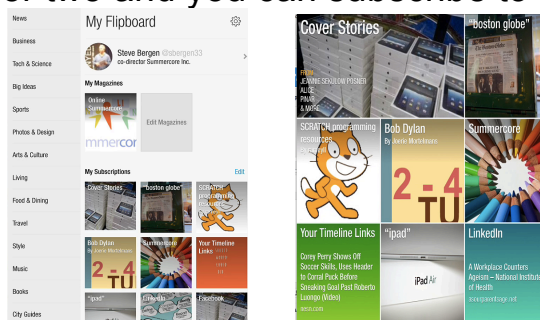
It is not an educational app but it will be useful for you for both personal and professional value. These two OPTIONAL videos will get you started and we will see how many of the 10 of you like it, love it and start using it!

Flipboard lets you have a "customized magazine" that is made up of a variety of other magazines so that all the daily/weekly stories and headlines COME TO YOU in this one Flipboard magazine. You can also have your twitter account, your Facebook account and your Linked-In account COME TO YOU. The interface is beautifully attractive and easy to use. You can add professional topics from educational magazines in Chinese, Spanish, Kindergarten or any topic whatsoever. And each day, your beautiful Flipboard magazine updates itself. You can read it on your phone or iPad. Watch the videos and you may well become a Flipboarder for personal enjoyment!

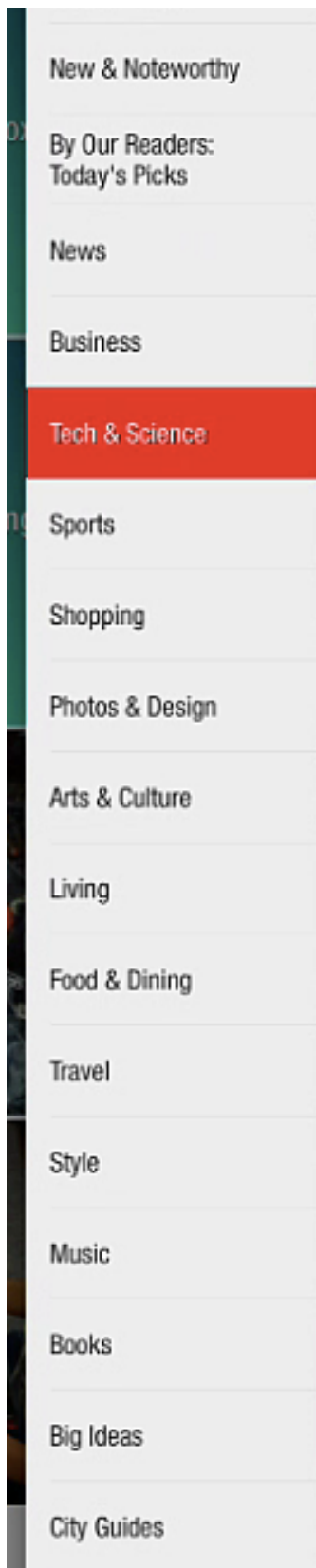
iPad Flipboard1 (6 minutes) <http://youtu.be/BmMQFvHXGwc>

iPad Flipboard2 (7 min) <http://youtu.be/GllsksiVqFY>

The second video shows you how to make an easy "educational newsletter" -- one part of Flipboard with an educational component. We have one called Summercore that changes every week or two and you can subscribe to for free of course.



Yes, you can make an attractive and easy to read newsletter by "flipping" a number of articles from web sites into your creation. Above on the left is the Summercore Flipboard magazine and on the right is the opening screen from the Summercore Online magazine.



Consider the list of magazine subscriptions on the left.

Each one has numerous sub-topics and sub-magazines. You choose your own interests!

This way, your Flipboard is different from mine or anyone else.

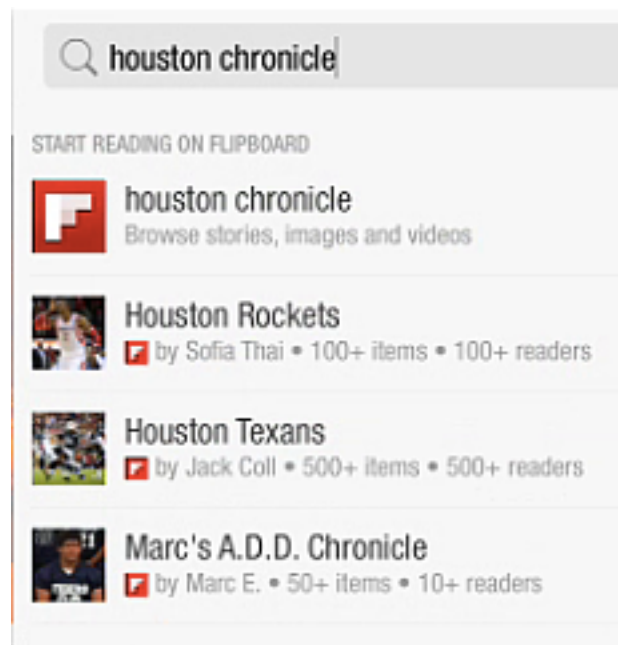
I once read in the 1980s that eventually, we will be able to "make your own magazine" using the topics that you are interested in.

That time is here! Flipboard does this for you.

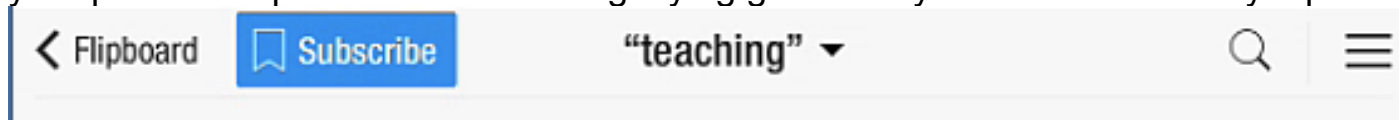
Need another magazine topic that you don't see?

Click on the magnifying glass and you can type in anything you want, e.g. HOUSTON CHRONICLE as you see below.

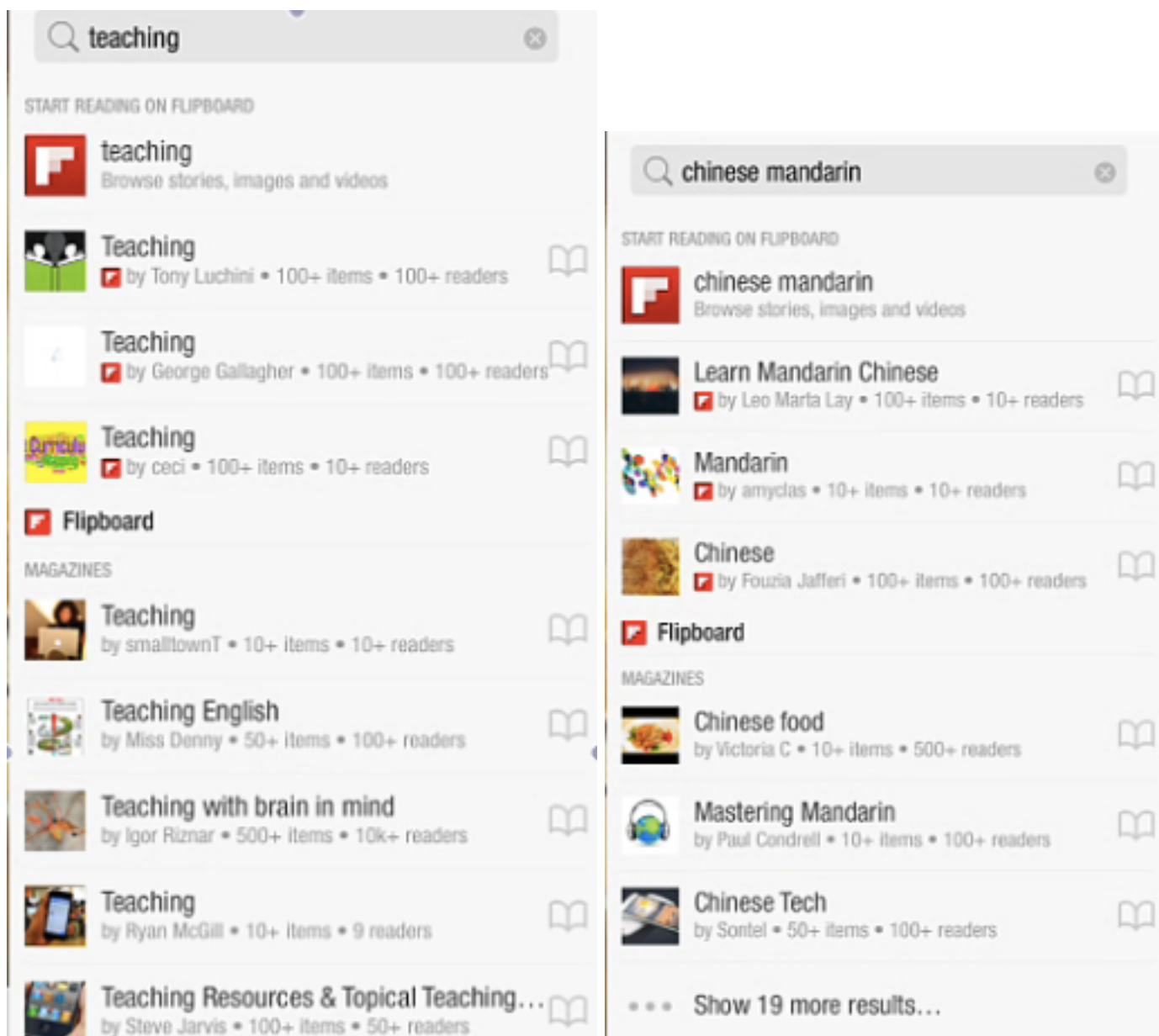
Then you just choose SUBSCRIBE.



Once you see an article or magazine you like, you click SUBSCRIBE as you see in the BLUE BOX below. The top left icon that says FLIPBOARD takes you back to your personal flipboard while the magnifying glass lets you SEARCH for any topic.



Below on the left, I searched for TEACHING and on the right I searched for CHINESE MANDARAIN. How can anyone not want to use Flipboard?





**Optional Third Item:** I would love to get you excited about SPREAKER DJ. Yes, just sneak an "R" into the word speaker and you get Spreaker, a free app that lets you or your students create an audio podcast with sound effects (crowd clapping or crowd laughter) and music (through iTunes). Take a look at this graphic and then watch the 8 minute video at <http://youtu.be/nza48Ly4g74> while you download the free app called Spreaker or Spreaker DJ.

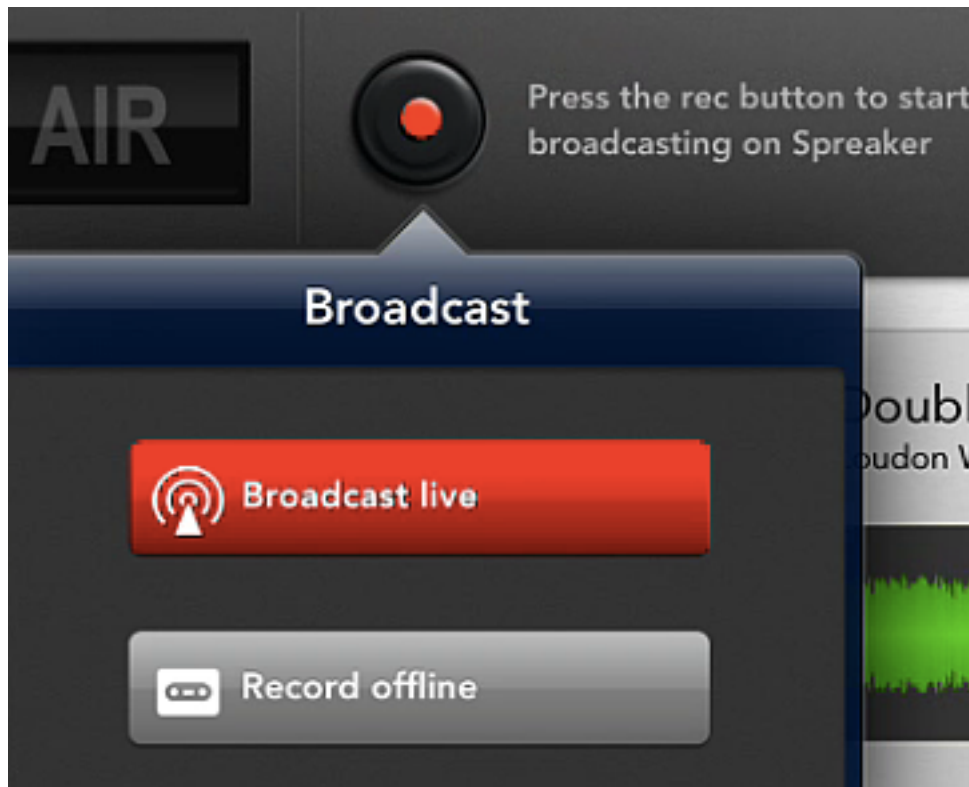
Sound effects are on the right with songs you choose from iTunes you can fade in/fade out at the start and finish. Once you click the red button to record, you are making a podcast that will have a URL so others can listen. You push the button at the bottom to record. Sound effects on the right must be turned on and turned off.



For those of you teaching foreign language, this is a wonderful app that **your kids will love** because of the music fade in/fade out. Please make sure they keep music clips under 30 seconds so as to obey copyright laws. Meanwhile **you will love it** since you get to evaluate your kids' pronunciation in Chinese or Spanish or whatever and each Spreaker podcast gets assigned a unique URL for your access.



If you try Spreaker, it all begins by pushing the RED record button and choosing the RECORD OFFLINE feature.

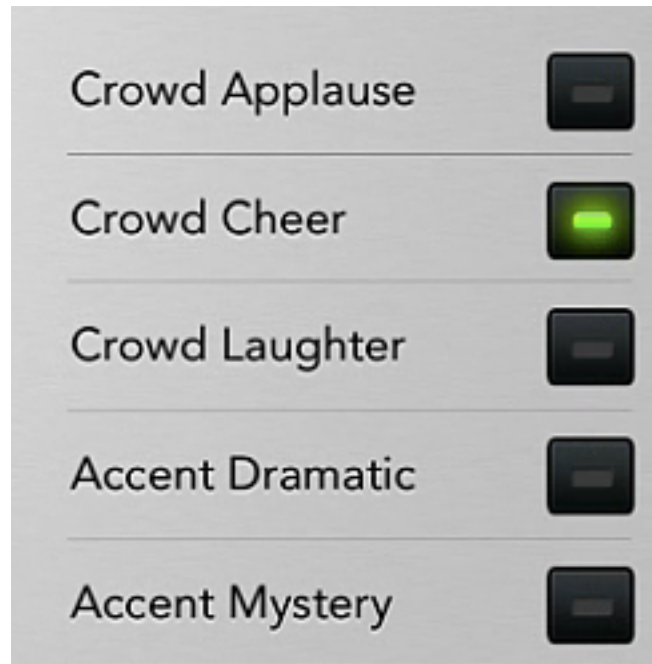


Be careful -- a common mistake involves the icons at the bottom.



You need to make sure your microphone is ON when you are recording or you can tap and HOLD the PUSH TO TALK button. You cannot have music and your voice at the same time, so when you turn ON your microphone, it automatically lowers the volume of the music.

The same goes with sound effects and your voice.



Spreaker is "one and done" app so if you make a mistake, you need to start again. Once you are done, you come to this confusing screen where you **MUST** type in a Title and a Show. For Show, just call it "Jane Doe's Podcasts" using your name of course.



I hope at least one of you uses Spreaker. If so, please email me the URL!