

CRAFTING MEANINGFUL RELECTIONS FOR ePORTFOLIO

by Kris Sward

Evidence: Unit Lesson Using Cloud Tools

OLTD Outcome Addressed: Become comfortable with cloud tools through hands on experimentation

In order to show evidence of my learning in 507 I chose to share the multiplication unit that I created as my final project. This unit was meant to provide a basic review of multiplication facts for students and then provide them with a variety of resources to practice and learn multi-digit multiplication in a step by step progression.

I created this unit in Weebly, partially because I have created a few Weebly sites and am getting quite comfortable using it as a tool in the classroom, but also because it is a cloud tool – part of the basis of this entire course. What I like most about the tool is that I've incorporated a variety of tools within the site as resources and learning platforms. Some examples are:

Powtoon – introductory video. I've never used this tool before but can see its value in the classroom. It is easy to use and the video templates are helpful to allow students to learn while using it, but not in a frustratingly complex way. It allows users with limited knowledge of the tool to create professional looking videos to show evidence of their learning or just share information.

Xtramath – practice time. This is a cloud based program that allows students to complete directed lessons and practice sessions based on their past ability and achievements. It follows student progress through all basic operations skills and allows them to get a little practice each day to improve their accuracy in computation.

Khan Academy – instructional videos. Love this tool! Sal Khan's videos range from math concepts to history to literature and beyond. I use them in my classroom to reach students who would rather learn from a video than from me droning on and to give them a unique way to learn from technology. The videos are informative, yet fun to watch and explain concepts multiple times in multiple ways allowing for lots of examples and practice time.

Surveys – check in. Survey tools are an added part of the Weebly site. Nobody practiced on the site so I'm not sure how I, as the teacher, would get the information, but I'm thinking an email to my listed address. This is a way for students to quickly check their understanding and ensure they are on the right track before proceeding. There are similar survey tools in programs like Moodle that will even allow the teacher to send students back to a certain point prior to proceeding if they've missed a certain concept and can't answer the question.

Pinterest – resource of information. Again, just an added tool for students who don't learn from listening in a classroom environment. There are lots of tricks and tools that will help students master the concept of multiplication and apply it to new situations.

Blogs – response tool. This is where the students get to show evidence of their learning. Students can respond to questions or pose their own as they explain how they got the answer they got. Teachers can respond and prompt further inquiry or provide support and feedback in a timely manner. This is a great online communication tool.

Padlet – another response tool. Students and teachers alike can add information to the ‘wall’ and build off of each others ideas. The wall looks small to start but expands as more and more people write on it.

A further huge plus about this whole unit is that incorporates inquiry based learning. There is a realistic big problem that students have a vested interest in – planning our end of the year field trip. Not only does this unit involve them in the planning stages of the trip, it also allows me to garner their input on what would make it a better trip – from their perspective. It’s their end of the year field trip – it should be fun for them, not me! Being inquiry based it promotes student engagement and buy in for the concepts that are covered because they need to know how to multiply in order to plan the trip and know how much they need to fundraise. Overall I think it’s an effective unit that I just might try out with my students.