

Understanding by Design Template
for
Social Media Tools for Teachers PD

Stage 1 - Desired Outcome

Established Goals:

* What relevant goals (e.g. content standards, course or program objective, learning outcomes) will this design address? G

The Social Media Tools for Teachers PD will satisfy one credit for technology training toward the requirement for elementary school teachers.

The goal for participants is to incorporate at least one Web 2.0 tool in at least one subject area within the classroom and report the results to the PD's online community.

Understandings:

Students will understand that...

* What are the big ideas? U

Participants will understand a few of the free existing Web 2.0 tools available that can be used in positive ways in the classroom to enhance instruction and increase collaborative learning opportunities for themselves and their students.

What specific understandings about them are desired?

Teachers will learn how to use such collaborative social tools as Twitter, Todaysmeet.com, Google moderator, and Wikispaces in order to help extend learning outside the classroom and into channels that may appeal to the technology skills of today's students.

* What misunderstandings are predictable?

Social tools don't foster collaborative learning. They are just for personal use.

Social tools can get me in trouble. I stay away from them, especially when it comes to my students.

Essential Questions:

* What provocative questions will foster inquiry, understanding, and transfer of learning? Q

What social tools do you use today (personal and/or professional uses)?

If you don't use any of them, why? If you do use some and not others (ex. Use Google docs, but would never consider something like Twitter), why have you made these choices?

If you do use some of these tools,

- *what are the pros and cons (professional and/or personal)?*
- *what is your skill level with them?*
- *what is your comfort level with them?*

What concerns or doubts do you have about using social tools to enhance learning?

How do you envision social tools might be able to enhance collaborative learning?

Students will know . . .

K Students will be able to

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* What key knowledge and skills will students acquire as a result of this unit?

As a result of the PD participants will possess the knowledge ...

- *about Web 2.0 tools they may not have previously known.*
- *of how to use Web 2.0 tools in the classroom to enhance collaborative learning.*

* What should they eventually be able to do as a result of such knowledge and skill?

As a result of the PD participants will possess the skills to...

- *register and set up a Web 2.0 tool to use in the classroom.*
- *brainstorm in an online community specific ways the tools might be beneficial to their own student populations.*
- *Participate as instructors in future sessions of the Social Media Tools for Teachers PD.*

Stage 2 - Assessment Evidence

Performance Tasks:

* Through what authentic performance tasks will students demonstrate the desired understandings?

Completion of training for 4 Web 2.0 Tools

Evidence of participation/creation at 4 social media sites:

1. *Twitter: Sign up, follow, tweet, retweet*
2. *Today's Meet: sign up, setup a page for others to contribute.*
3. *Google Moderator: sign up, set up a series*
4. *Wikispaces: sign up, set up a page*

Evidence of discussion in face-to-face setting (short-term) and on PD's wiki/online community of practice (long-term).

Evidence of use of tools as revealed through online community discussion.

Evidence of serving as an instructor in future sessions of the PD (long-term). Was the instruction useful to other participants? (as measured through PD

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Other Evidence:

* Through what other evidence (e.g. quizzes, tests, academic prompts, observations, homework, journals) will students demonstrate achievement of the desired results?

Does the collaboration continue after the training?

- *How often?*
- *How sustained is the evidence?*
- *Is the participant willing to teach others how to use the tools?*

Takeaway assignments:

- *Create a wiki for all participants and challenge them to brainstorm and build on each others' ideas in that space on ways in which they plan to incorporate the tools in their own classrooms.*

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evaluations/surveys)

* By what criteria will performances of understanding be judged?

Short-term

- *Can participants find/follow/join each other in all 4 sites?*
- *Did participants interact with each other in all 4 sites?*

Long-term

- *Can participant show evidence of incorporation of Web 2.0 tools in the classroom?*
- *Is participant able and/or willing to become an instructor for future training sessions of Social media Tools for Teachers?*

* How will students reflect upon on self-assess their learning?

- *Reflect in a journal/ejournal/blog about lessons learned, ways to improve, successes*

Stage 3 - Learning Plan

Learning Activities:

What learning experiences and instruction will enable students to achieve the desired results?

How will the design

W = Help the students know Where the unit is going and What is expected? Help the teacher know Where the students are coming from (prior knowledge, interests)?

Objectives will be outlined in the PD description and the pre-PD survey.

The pre-PD survey and group discussion during the introduction will allow the instructor to assess the participants' prior knowledge and interests surrounding Web 2.0 tool.

The introduction during the actual PD session will outline expectations.

The mini sessions will outline the short-term performance tasks and long-term goals for using the Web 2.0 tools.

H = Hook all students, and Hold their interest?

The Web 2.0 topic is popular and should hook the participants. Because participation is voluntary, participants may come motivated to learn. The group discussion and collaboration should appeal to adult learners. Rotation through the mini sessions on each tool should hold their interest.

E = Equip students, help them Experience the key ideas and Explore the issue?

The very specific learning tasks associated with the lessons should help participants experience the ideas; the discussion will help participants explore the issue.

R = Provide opportunities to Rethink and Revise their understandings and work?

The discussion and personal experiences associated with the mini lessons' learning tasks should provide opportunity to rethink and revise understandings and work.

E = Allow students to Evaluate their work and its implications?

Achievement of the performance tasks and idea sharing

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both face-to-face and in the Wikispaces page should allow for evaluation.

T = Be Tailored (personalized) to the different needs, interests, and abilities of learners?

The participants will be grouped optimally according to skill and comfort level. Instruction will be tailored to the different needs and abilities associated with the groupings.

O = Be Organized to maximize initial and sustained engagement as well as effective learning?

The face-to-face portion of the PD will be tightly arranged around the mini sessions, where small groups can focus effort and concentration on a narrow topic and specific task.