LU-5 Assignment Individual Project

Angela Lee

University of Missouri

2017SP IS_LT 9440 Jahnke

May 2, 2017

URL

https://www.edmodo.com/home#/group?id=24291734

Group Code:

vw6rui

Peer Review https://goo.gl/forms/9ehWvwZmnbHGsEJ82

The URL to the original base of our assignment and group discussions can be found at Edmodo in the link above. A group code is needed to join a specific group and the teacher still approves each member before they can see other group members and start discussions. This project has been designed for a third grade audience with third grade standards and objectives for design. The purpose of this project is for students to use a persuasive content while learning about the career of a travel agent and meteorologist. Students are pretending to be travel agents and during presentations they are trying to persuade the teachers in the audience to choose their destination in which they are presenting over other student group destinations. The standards in this project also include climate zones and weather in certain parts of the world: temperate, polar, and tropical. Students will identify the climate zone of their destination as well as show data charts for weather in July and December which are teacher's vacation times. Students will also show distance from hometown to destination and estimate cost in travel. Before students present their presentations to the teachers they present to another group and the other group gives peer feedback via Google Forms. This offers another extension of feedback along with peer feedback via Edmodo as research happens. Just as the five elements are listed (Jahnke, 2016, p.137,138) DDD teaching aims, learning outcomes are posted before any students were welcomed into Edmodo. They can also be found under files with rubric posted from beginning. Interactive web enabled technology can be accomplished through Google Drive where presentations are built, Edmodo provides a base for assignment as well as discussion opportunities for groups.

The third grade standards are for Science, 3.13 Display data graphically and in tables to describe typical weather conditions expected during a particular season (e.g., average temperature, precipitation, wind direction). 3.14 Collect information from a variety of sources to describe climates in different regions of the world. For reading standards, 22.) Write opinion pieces on topics or texts, supporting a point of view

with reasons. [W.3.1] Assessment The method used for assessing learning outcomes will come from the rubric posted and given to each team leader prior to project. The rubric is pasted below:

RUBRIC

CATEGORY	4 Expert	3 Competent	2 Beginner	1 Novice
Recommendation	Group made a recommendation based on whether the vacation spot was polar, temperate, or tropical and explained their reasoning.	Group made a recommendation based on whether the vacation spot was polar, temperate, or tropical.	Group made a recommendation, but did not explain	Group did not make a recommendation
Map/Climate Data	Group located the destination on a map and graphed the average temperature. Graph and chart were neat and visually appealing.	Group located the destination on a map and graphed the average temperature.	Group either located the destination on a map or graphed the average temperature.	Group did not create a map or a chart.
Presentation	Presentation had a beginning, middle, and end. It was rehearsed and within the time limit. All team members participated.	Presentation was rehearsed and within the time limit. All team members participated.	Presentation was longer or shorter than allotted time. Two or three team members participated.	Presentation was longer or shorter than allotted time. Only one team member presented.

Content	Group could fully explain how location and season affect the climate of their travel destination..	Group could explain a little about how location and season affect the climate of their travel destination.	Group could explain how either location or season affects the climate of their travel destination, but not both.	Group could not explain how location and season affect the climate of their travel destination.

"We argue that technologies can support meaningful learning when students learn using technology, not from it. When students use technology to inquire, experiment, design, communicate with others, build communities, write, build models, and visualize, then they are engaged in deeper levels of thinking and reasoning, including casual, analogical, expressive, experiential, and problem solving (Howland, 2012, p.17)" Edmodo, Google Slides, Google Forms, and GoCharts were a few technologies used to support collaborative meaningful learning. Go Charts was used to design data charts for weather in the chosen region being presented in each group. Edmodo was used to build community and communication between the students and an actual meteorologist and travel agent. Therefore, collaboration became a natural part of the process toward the product each group was working toward.

Reflecting back over the process of the project, I feel the entire process could have lasted much longer than the allotted time I could allow. In the beginning of the project I initially wanted to use Schoololgy. I had everything in Schoolology which is a new website to me that I desired to give a try. However, I could not figure out how to enroll my students into the group to be able to see our class and work together. Though it says it is a free tool, I am starting to think it is a paid site. I had the idea of inviting a meteorologist who would has mastered weather/climate and could shed some light on that subject in real life scenarios. However, he took the time to register and sign up for Schoology and I was embarrassed to ask him to do the same again for another website. Therefore, I haven't seen him in the second forum, Edmodo, yet. The first step of implementing the project shows experimentation in my "learning" as stated by Jahnke, "Teachers are not only experts: they are also workplace learners. They are

designers of teaching processes and designers of learning opportunities (Jahnke, 2016,p.117).” Keeping with that thought you will find conversation and postings form third graders. As you will find, third grade can be a little silly in their posting and discussion. I found that I did have to guide them often. I assigned roles, because they all wanted to be Team Leaders and were even naming roles that did not exist. I like that other people out of our school can be involved and invited to participate. I like that a group code must be used to be able to enter. All six groups of students have presented their presentations posing as travel agents to all the second-grade teachers. I am thinking next time a great idea would be to have parents get involved and have students even dress the part of being travel agents and maybe even one member of the team posing as an actual weather reporter for their destination instead of showing their data charts.

Michelle Todd did a peer review for me and as she brought out, next time I hope to see the students branch out to something other than just presentations. “We all learn better when given feedback is nice, critical-constructive and includes positive and negative issues, the sandwich model such as positive feedback, negative issues, and positive at the end to motivate the learner (Jahnke, 2016, p.157).” Just as Michelle gave feedback and helped to improve my learning, adding the peer review to the project will deepen roles and relations within our classroom community. The following post is a Peer Review from Michelle Todd as well as Peter Barron and Charlene Edwards.

Peer Review:

Angela,

I had heard of Edmodo, but had not seen it in action. By making me part of the class, I became part of the class, and understood the whole program better. I enjoyed the daily challenge questions that Edmodo made available? Do you know if a teacher can set up some custom daily quiz questions? If so, that would be a fun way to make the information they students share in the project, more meaningful, if kids had to answer some of the questions about other teams’ presentations.

I like that even in the third grade this exercise is teaching kids how to collaborate, as this is a team assignment. It was interesting your clearly provided roles for the students, which would help them clearly define jobs, and eliminate some frustration.

I felt like the checklist of expectations was very helpful to students – clear, defined, yet room for creativity. I was a bit disappointed that the kids were all choosing presentations, as you mentioned in some recent correspondence. Why do you think this is? Lack of time? Lack of experience? Do you think for kids in the third grade do you think showing one example of the project done as a video, one done as a blog, or podcast, or any of the tools types listed in the instructions? Showing an example of different medium, may help them brainstorm and try something out of their element. This could be some screen shots, or perhaps you make a video of different approaches, and post it for the students in Edmodo.

Overall, I felt like the lesson and the tools were appropriate for the age of the students and the content. It will be interesting to continue to follow the lesson.

Michelle Todd

Thank you, Michelle, I took your peer review and created a Google Form https://goo.gl/forms/9ehWvwZmnbHGsEJ82 (The Form has a screen shot below) for students to use as peer reviews. I attached it with the assignments on Edmodo as a final part of their project. They will be able to take feedback from other teams to improve their work, much like we have done.

I like your idea of presenting an example of each kind of presentation to show the class for ideas in the years to come. Hopefully, students will branch out and use different venues. I am not sure why they are mostly choosing Google Slides. They do like the idea of being able to work simultaneously.

Angela D. Lee

Hi Angela,

I like the set up with Edmodo. Your assignment is a great idea to get your students engage in learning about geography and meteorology. It was a great choice for collaboration and group work. The directions were detailed and clear. You included the Science standards for teachers. The web pages were organized by different group names. I like the idea of using countries for group names. I enjoyed the students screenshot of the project.
Edmodo looks like Facebook. I had some trouble navigating through the website. The text was small. I am not sure if I can adjust the text on the website. I like that the students can post and reply. The features of Microsoft Office and Edmodo planner are great tools for the teacher and students. Overall, this was a good project.

Charlene

Thank you.
Reading through your troubles on team leaders and students self-define roles, my biggest suggestion here (Because everything else seems well addressed already) is that modify the assignment next time to either choose roles by chance, or assign them from the start. At the very least, I'd recommend not making a "Team Leader" role for students to vie over.

I also approve of your rubric; it makes things clear.
Peter

The following is the lesson with introduction to audience, objectives, standards, and outcomes for my third grade classroom.

Science Standards AL

Third Grade

3.13 Display data graphically and in tables to describe typical weather conditions expected during a particular season (e.g., average temperature, precipitation, wind direction).

3.14 Collect information from a variety of sources to describe climates in different regions of the world.

Learning Objectives

- Tools such as rain gauges, windsocks, and thermometers can be used to gather weather data that can be recorded on tables, graphs, and weather maps.

- A weather map contains symbols and a map key indicating weather conditions.
- We use the information on weather maps to make predictions about weather changes.
- Climate refers to the average conditions in a place over a longer period of time.
- Global climate zones are: Polar (cold & dry), Subtropical (mild & dry), and Tropic (hot & wet).

Introduction

It is getting close to summer and this teacher is in need of a vacation. I have a problem and I am just not sure where I should go? I am looking for a group of Travel Agents to point me in the right direction. I have saved up and I need help deciding on a travel destination. The climate of the location will be a deciding factor for me. We have two weeks off in December and no school in July. I need your help collecting data for the average monthly temperature (highs and lows) during these two months of the year.

I will be deciding where I will take vacation based on your recommendations.

Consider these during your Agency's presentation:

- Your presentation should last no longer than five minutes
- Your presentation must explain the location and the climate of the recommended travel destination
- Every member of the group must participate
- Rehearsal time is included in your preparation time

Roles:

- Team Leader- ensure your team successfully completes the task in the allotted timeframe
- Climatologist- your role is to work closely with the statistician to analyze the data table and location on the map to designate the vacation destination as one of the three main climate regions: polar, temperate, or tropical.

Locate and record vacation destination on a world map that the travel advisor will receive. The climatologist analyzes the data table and location on the map to designate the vacation destination as one of the three main climate regions. Find pictures of travel destinations to include in presentation.

- Data Finder- your role is to locate and record average monthly low temperatures for the months of December and July. You will create a data table and record the information.
- Travel Advisor- your role is to locate your assigned travel destination on a map in relation to Daphne, AL

Checklist

- One travel destination chosen
- Location of the travel destination
- Average monthly high and low during July and December
- Presentation to class, time limit is no more than 5 minutes
- Be prepared for questions
- Preparation 1 week

Common Questions/Concerns (Feel free to ask any questions not found here)

- How do we share the information?
    - You will be able to choose how you want to present the information to the class. (Examples: commercial, brochure, skit, song, slide show, etc.)
- Where will we get the information we need?
    - You should resources from Schoolology and Moodle for research.
- How will this be graded?

    - Your project manager gets a rubric you need to refer to for feedback and assessment. You also will have an individual rubric for your teamwork.
- Can I work by myself on this project?
    - No, this is a team effort.

- A Travel Adviser will visit during presentations to make a choice for the

  Perfect vacation destination

Team Presentation and Evaluations

- Upon completion of the design and the group presentation, the team leader leads the group in completion of the team rubric and distributes individual rubrics to each team member to complete. The same team rubric will be used to evaluate each group while presenting to the audience. The rubric evaluates the levels of proficiency based on the criteria presented in the *Entry Document and Expert Role* forms.

- Authentic audience members will be present. They will ask questions of the presenters and provide feedback that is encouraging and complimentary to their efforts and the information shared. (Jake Dunne, Meteorologist and local travel agency have been invited for input.)

- Teams will complete the team rubric when all presentations are complete. *Individual 21st Century Skills Rubric* will be given to each student and team will fill it out to evaluate their participation in the presentation.

RUBRIC

Teacher Name: **Mrs. Lee**

CATEGORY	4 Expert	3 Competent	2 Beginner	1 Novice
Recommendation	Group made a recommendation based on whether the vacation spot was polar, temperate, or tropical and explained their reasoning.	Group made a recommendation based on whether the vacation spot was polar, temperate, or tropical.	Group made a recommendation, but did not explain	Group did not make a recommendation
Map/Climate Data	Group located the destination on a map and graphed the average temperature. Graph and chart were neat and visually appealing.	Group located the destination on a map and graphed the average temperature.	Group either located the destination on a map or graphed the average temperature.	Group did not create a map or a chart.
Presentation	Presentation had a beginning, middle, and end. It was rehearsed and within the time limit. All team members participated.	Presentation was rehearsed and within the time limit. All team members participated.	Presentation was longer or shorter than allotted time. Two or three team members participated.	Presentation was longer or shorter than allotted time. Only one team member presented.
Content	Group could fully explain how location and season affect the climate of their travel destination..	Group could explain a little about how location and season affect the climate of their travel destination.	Group could explain how either location or season affects the climate of their travel destination, but not both.	Group could not explain how location and season affect the climate of their travel destination.

Student Name: _____

Two Student Presentation Examples in Google Slides

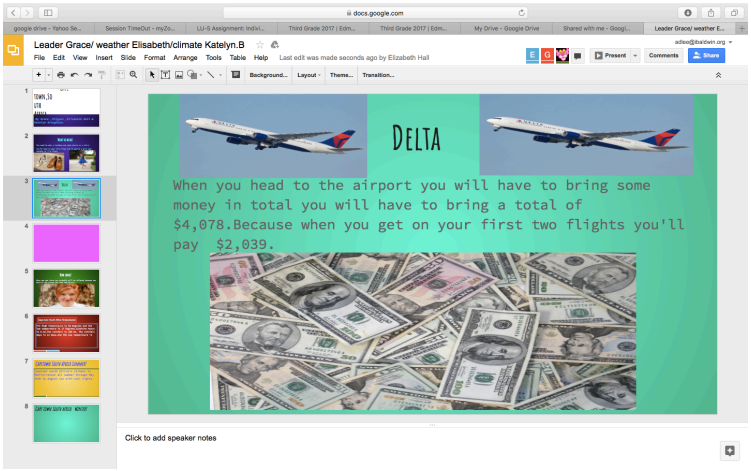
Laucaula

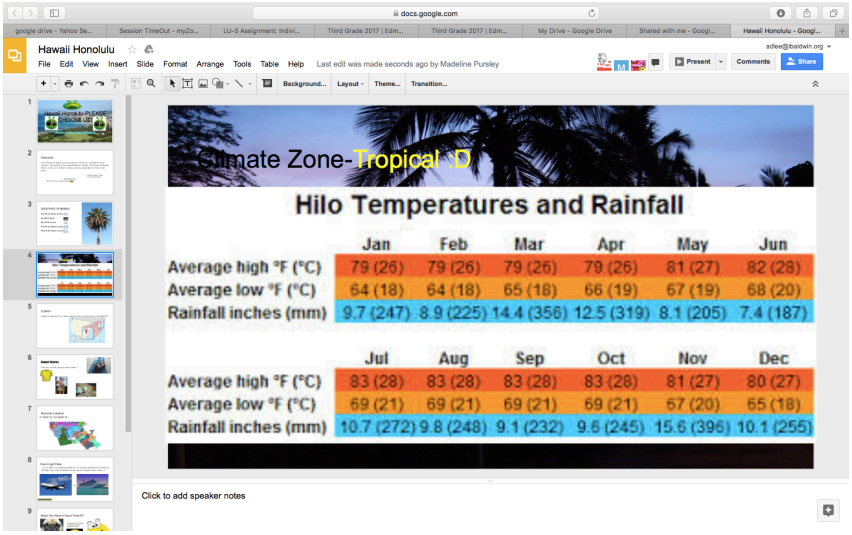
https://docs.google.com/presentation/d/1GqeBb_q1q1aj3ABuxziX6zjQF2Wd6BZI5urLxv4aDEI/edit#slide=id.g1de298b3e1_7_36

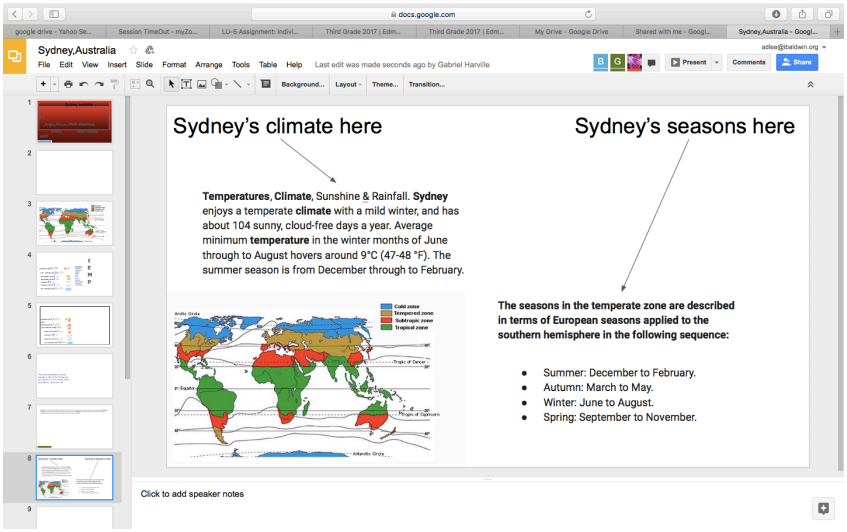
Sydney, Australia

https://docs.google.com/presentation/d/192u3pVPVhQj_4lI4mJbxavT1ERyG7eQhYEo4-5R-Y7E/edit#slide=id.g1d9a4cb1d1_2_262

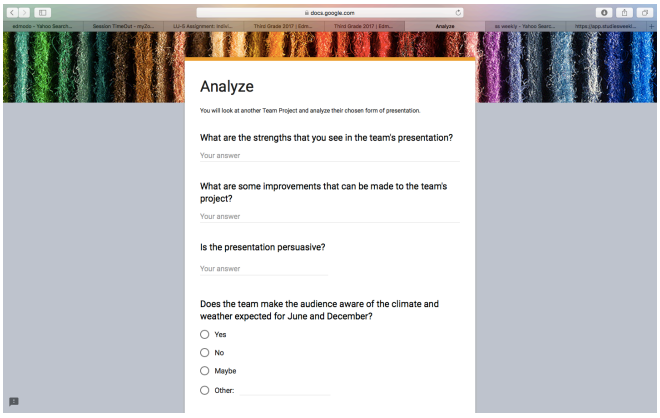
Screen Shots of some of the presentations in Google Drive can be seen below.







I have a screen shot of the Peer Review Survey below as well. The students reviewed one another's presentations and completed a Google form for feedback.



References

Howland, Jason, David H. Jonassen, David H. Jonassen, and Rose M. Marra. *Meaningful Learning with Technology*. Boston: Pearson, 2012. Print.

Jahnke, Isa. *Digital Didactical Designs: Teaching and Learning in CrossActionSpaces*. New York: Routledge, Taylor & Francis Group, 2016. Print.