

I-CAN IDL Teacher Inservice

August 12, 2010

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Smoky Hill Education Service Center

Objectives

- **Review some ideas about IDL.**
- **Demonstrate technology that can be used in IDL (and other) classes.**
- **Answer questions.**

Agenda

- 9:00-9:15** **Welcome & Introductions**
- 9:15-10:00** **IDL Teaching Strategies & Resources Review**
- 10:00-11:00** **Incorporating Technology in IDL Classroom**
- 11:15-12:00** **Strategy Session #1**
- 12:00-12:30** **Lunch**
- 12:30-1:30** **Materials Distribution & Resource Sharing**
- 1:30-2:30** **Strategy Session #2**
- 2:30-2:45** **Strategy Presentations**
- 2:45-3:00** **Q&A, Wrap-up, Evaluations**

Introductions

- **Name**
- **School**
- **IDL Class(es)**
- **Objectives for today**
- **1 Event from Summer, 2010**
- **1 Tip for a New IDL Teacher**

Questions for IDL Teachers

- Do you plan ahead?
- Are you flexible?
- Are you comfortable dealing with tech emergencies?
- Do you enjoy exploring new technology and teaching options?
- Do you have skills in instructional materials development?
- Are you willing to constantly update and revise materials?
- Are you willing to invest more time in preparation and teaching than you do in a traditional classroom?

Questions for IDL Students

- Are you a self-starter and self-motivated learner?
- Are you willing to work hard (i.e., investment of time, effort) to learn?
- Do you work well independently?
- Do you feel comfortable asking for help through email or other means when you don't understand?
- Are you comfortable working and communicating with people you have never seen face-to-face?

IDL Expectations

Can I simply teach my IDL course like I have always taught my other courses?

NO

Is this going to require extra time and work?

PROBABLY

Can I still use all of my teaching strategies and activities I use in my other courses?

***YES**

***some modification may be required.**

IDL Class Expectations

Expect to have to learn about students and other schools.

Expect scheduling conflicts.

Expect to work hard.

Expect increased teaching opportunities because of technology.

Expect to have technical difficulties.

EXPECT TO HAVE A GREAT EXPERIENCE!

IDL vs. Tradition Education

- What is the biggest difference between IDL and a regular class?**
- If the difference is positive, how can we capitalize on it?**
- If the difference is negative, how can we overcome it?**

IDL Academic Honesty— Challenges

Teachers and students are at different locations.

Tests & other materials may be unsecured.

Cameras limit classroom observation.

Other materials may be present in the room.

Others?

IDL Academic Honesty—

Prevention

Discuss academic honesty with students.

Ensure they know what is/is not acceptable.

Develop a network-wide academic honesty policy.

Include your academic honesty policy in your syllabus.

Discuss policies with students and make sure they understand them.

Plan in advance for tests and quizzes and work with off-site facilitators.

Academic Honesty— Monitoring

Work with other teachers to monitor off-site rooms.

Arrange for a facilitator to monitor off-site rooms.

Arrange for students to take tests and quizzes in monitored rooms.

-Library, office, counselor's office, etc.

Use far-site camera control to zoom and scan.

Record sites on days of tests and quizzes.

Academic Honesty— Strategies

Use different colored paper for tests and quizzes.

Use online quizzes.

Create different forms of tests and quizzes for different sites and/or hours.

Ask for a proctor on test days.

Vary teacher appearance/view on camera.

Have students put materials in camera view.

Academic Honesty— Strategies

Have students switch seats in camera view.

Arrange for tests to be picked up immediately after completion and in camera view.

According to Alan November if an assignment can be completed by copying and pasting off the internet, the assignment needs to be changed.

Other strategies, issues, or questions?

Student Engagement— Distance & Interaction

Teaching via IDL is different than traditional education.

Instructors may need to improve some skills and develop new ones.

Teachers need to be more than “talking heads.”

IDL requires good planning and organization.

“Winging it” usually won’t fly.

Student Engagement— Distance & Interaction

IDL teachers need the ability to communicate difficult concepts with words, graphics, pictures, video clips, artifacts, analogies, and examples.

Learn about your students

Who are they? Where do they live?

What do they do? How old are they?

What are their experiences? What are their concerns, needs, and wants? How do they learn best?

Student Engagement— Distance & Interaction

Learn each student's name at each location.

Encourage local students to do the same.

Involve students at each site by using their names and not just location.

Vary the site that “gets to go first.” Don't always start with the local site.

Allow adequate response/wait time.

(Technology may increase the time needed.)

Student Engagement— Distance & Interaction

Allow students to use photos or other objects when they introduce themselves.

Give a quiz every day the first week of class using the information the students provided when they introduced themselves.

Allow time for discussing concerts, sporting events, proms, etc. Allow students at all sites to ask questions of each other.

Student Engagement— Distance & Interaction

Maintain eye contact with both local and remote students.

Use cameras to zoom in on students.

Do not stay “off-camera” for long periods.

Don’t disappear behind the document camera, computer, etc.

Communicate with remote students outside of class. Notes, email, messages, or calls.

TEACH STUDENTS NOT A COURSE!

Student Engagement— Distance & Interaction

What do you do to overcome distance and encourage interaction?

ISTE Strategies

- **Personalize information by relating it to the remote sites using school names, activities, and events in the communities.**
- **Ensure pacing is appropriate.**
- **Observe students at all locations to know when to move on.**
- **Use supplemental communications—email, web pages, etc.**
- **Periodically ask for feedback on the process.**

Strategies for IDL Teachers

- Visit successful IDL classes.
- Don't abandon what works in regular classes.
- Capitalize on technology but try to keep it transparent.
- Be organized but remain flexible.
- Introduce a new piece of technology for each new course.

Strategies for IDL Teachers

- **Keep participants informed.**
- **Assess how much content can/must be taught.**
- **Focus on students not on the technology.**
- **Encourage interaction.**
- **RELAX & ENJOY THE EXPERIENCE.**

IDL Teaching Strategies

Using effective interaction and feedback, will enable instructors to identify and meet student needs and provide a forum for suggesting improvements.

Consider the following:

- Use pre-class study questions and advance organizers to encourage thinking and participation by all learners.**
- Early in the course, require students to interact with you and among themselves so they are comfortable doing so.**
- If feasible, consider on-site visits as well.**
- Take note of students who don't participate regularly and contact them individually.**

IDL Teaching Strategies cont.

- Have students record thoughts and ideas regarding the course and their progress and concerns. Have students submit journal entries frequently.**
- Use on-site facilitators to stimulate interaction when distant students are hesitant to ask questions or participate. Involve the facilitator as your on-site "eyes and ears".**
- Call on individual students to ensure that all participants have the opportunity to interact. Politely but firmly discourage students or sites from monopolizing class time.**
- Make detailed comments on written assignments. Return assignments without delay if practical.**

Ideas for Increasing Interaction

- **Limit lecturing**
- **Encourage discussion**
 - **1-2 good questions not 20 poor ones**
 - **Resist joining discussion too early**
 - **Let participants resolve problems and answer questions**
 - **Guide where/when necessary**

Ideas for Increasing Interaction

- **Announce interaction time in advance.**
- **Do an interactive activity early in the class.**
- **Use relevant materials and examples**
 - **Nutrition: Olympic Athlete v. Teenager**
 - **Ingredients in Twinkies**

Technology in IDL Classes

- A variety of technology tools are available for use in IDL classes.
- These tools continue to evolve.
- Interwrite Tools

Strategy Session #1

- Working together share ideas, resources, and strategies that are effective in IDL classes.
- Incorporate these ideas along with technology into IDL lesson plans.
- Lesson plans will be shared later today.

Materials Distribution

How are materials sent from one site to another?

Mail, fax, pony express, etc?

Tools for Materials Distribution

- Electronic Dropboxes
- Email
- Kan-ed Education Backpack
- Teacher Web Sites
- School Web Sites
- Moodle
- [Live@edu](#)
- School SIS Sites

Tools for Materials Distribution

- What other methods are teachers using?
- What methods work best?

Extending Beyond the Classroom

- Technology allows education to be anytime and anywhere.
- It's possible to extend beyond the IDL classroom too.
- Moodle
- Social Networking Sites
- Blogging
- Podcasting

Moodle

- Moodle is a free, open source, course management system (CMS) software package.
- It's designed to help educators create effective, online learning communities.
- It can scale from a single-teacher site to a 50,000-student university.
- <http://moodle.org/>
- <http://moodle.org/course/category.php?id=2>
- <http://moodle.org/mod/data/view.php?id=6140/>

Moodle cont.

- <http://www.kansasmoodle.org/>

Wetpaint

- A Wetpaint website is built on the power of collaborative thinking. Wetpaint mixes all the best features of wikis, blogs, forums and social networks into a rich, user-generated community. A social website that's easy to use. Founded in 2005.
- The Wetpaint name comes from the natural sense of curiosity. The urge to touch something when we see a “Wet Paint” sign. This curiosity and the surprising results that occur from collaboration are all part of Wetpaint.
- www.wetpaint.com <http://itcadresmokyhill.wetpaint.com/>

NING

- **Ning.com**
- **Ning was founded in October 2004 to give everyone the opportunity to create social networks. Five and a half years later, Ning powers over 300,000 social networks and counting.**
- **What makes this all possible is the Ning platform.**
- **Platforms give everyone the freedom to create.**
- **When ning started, they wanted to enable a diversity of social networks the same way browsers enabled millions of different websites.**

Ning cont.

- Ning allows users to create and control social networks.
- <http://www.ning.com/>
- What role does this Web 2.0 technology play in IDL classes?

Blogging

- **Blogging is derived from web log.**
- **There are various sites educators can use for class blogging.**
- **<http://www.classblogmeister.com>**
- **Blogger**
- **Ning.com**

What is podcasting?

- Podcasting is the method of distributing multimedia files over the internet for playback on mobile devices and personal computers.
- Files can be audio or video.
 - Podcasts, video podcasts, vodcasts.

Podcasting

- Podcasting is another way to get information to students 24/7.
- There are good podcast resources for teachers.
- <http://www.learnoutloud.com>
- <http://www.epnweb.org/>
- http://www.npr.org/rss/podcast/podcast_directory.php
- [iTunes](#)

Resource Sharing

- Materials are available at smokyhill.org
- Resources → Technology Resources

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Upcoming Events

August 9-13, 2010

Monday- Beginning Teacher-Mentor Teacher, Hays

Tuesday- Beginning Teacher-Mentor Teacher, Salina

Tuesday-AAA Driver Improvement, Hays


Wednesday Media

Smoky Hill Education Service Center's Mission Statement is:- "To provide quality leadership, services and support in response to identified and anticipated needs of participating districts."

Remember the First Day of School?

Make It a Great Memory


You were excited and scared all at the same time. What if you are the first-time, new teacher? Those same feelings of excitement and apprehension are definitely a part of your life. You might have tons of beginning of the year questions, and it's only the first few days of school. You know you can do this though you sure could use some direction and help. HELP!!!! The first year for a new teacher can be daunting. Enter: the Smoky Hill Beginning Teacher-Mentor Teacher Program. This year on August 9 th in Hays and August 10 th in Salina, area school districts may participate in the Beginning Teacher-Mentor Teacher program by contacting Smoky Hill Education Service . . . [read more](#)



While the first day of school is exciting for new students and new teachers, it can also be intimidating. Find out how SHESC's mentoring program can help.

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Salina, KS


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Volume Purchasing

Saving Money Through Negotiated Pricing

The Smoky Hill Volume Purchasing program saves school



Riddle: What has plastic tubs and flies?

Answer: SHESC Flight and Aviation Kits for Grades 3-8!

Developed by a team of area teachers and SHESC science

Strategy Session #2

- **Continue working on IDL lesson plans.**
- **Experiment with technology tools.**
- **Prepare to share the lesson plans.**

Round Table

- **Share lesson ideas and strategies with the group.**
- **Think about how others' ideas can be incorporated in your classes.**

Questions???

Thank you!

- www.smokyhill.org
- Resources → Technology Resources

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