**Jeff Ofstedahl**

**Week 4 Digital Learning Survey**

**A: Create a Digital Learning Environment Inventory.**  It should address the following questions.

What tools, software, operating systems, and equipment are available in your school and classroom? (including but not limited to: videoconferencing, streaming, photos sharing sites, video sharing sites, document sharing sites, podcasts, blogs, wikis, social networking sites, etc.)

1: How does your school make use of school and/or teacher websites?

Our school does not use a teacher website forum such as Moodle or Blackboard. There is no way for students to access our classroom materials except for being in the classroom. Our school just this year began a parental access to PowerSchool so they can monitor their child’s grades and progress on a regular basis. But no one at the school was able to tell me if there is any data available or how to access data to see if parents are even using this resource or how often.

Our high school has a drop out retention program that allows students too old for the typical classroom, access materials through the A+ schools web-based curriculum. Students are assigned to a class and must complete their lessons/assignments remotely and come in weekly for students/teacher consortiums.

2: How are you currently utilizing technology for learning?

I take my students into the computer lab so they can do an online research project in my Earth Science class. In my engineering classes, they do the same, but also have to create a PowerPoint presentation as to what they learned by doing their research. But the computer lab teacher is always resentful of this, as she has other students doing independent study during our regular class times.

We started (I teach) the Project Lead The Way (PLTW) engineering program at our school this year. PLTW requires that students have access to computers so our school spent $16,000 on p for my classroom this year. But the IT person refuses to load Skype or allow the laptops to connect to the wireless (no one is given the passwords to get into the wireless system). IT only loaded the CAD 3-D software that the curriculum uses. My goal is to have the Skype capability for this spring. If so, then I can use these same laptops with my other classes to have students Skype in other areas.

3: From the list of global e-learning sites included below, which are available and which sites are blocked by your firewall? The only sites that you're required to explore are listed here, but feel free to look at/comment on others on the list that I have attached.  Please reserve time to explore these sites and process what they have to offer.

I found that none of the websites is (currently) blocked by the IT department. Although, getting onto Pinterest to “pin” these sites is blocked because you have to log in through a social media like Facebook, which is blocked.

 I can definitely use Skype to connect my classroom to the world. In fact, I am supposed to do a joint classroom engineering design challenge where I connect my students with students in a similar out of state engineering class to collaborate on a product design.

I really liked the Outreach World website. I found it has some awesome science lesson plans that connect students to global issues. I will be exploring that site further to see how I can incorporate their ideas into my current lesson units!

I believe that the “epals” site is a good resource for connecting my students with global students to discuss local issues they each face. I also will be presenting a teacher professional development that encourages other teachers to use this site. I think this would be particularly beneficial for the younger grades. Like with my science programs, I try to “hook” the kids at younger grades to help build a lifelong love of learning science.

4: What sites and tools are colleagues in your building using?

I sent out a school-wide email to ping my fellow teachers. I asked them:

 “I am taking a quick inventory to see if anyone currently uses any global websites to link curriculum or technology that links your classroom with other global classrooms as part of your teaching practice. If you do, *please* respond with which website(s) you use and how you use them. And, if you have any barriers to use them here at CAS.”

Three responses:

1. What a great idea!”
2. Response from Mr. Barkley: I use the www.idebate.org website I use to source my IS journals. It is an international debate website, hosting a variety of topics and arguments from people across the globe. Although I’m not sure if it exactly what you are looking for, they do post some things for teachers to use under the “training tab”.
3. Mrs. Galloway: I've used epals before in my classroom to do global collaboration. I've used it when studying Romeo and Juliet with an Italian partner class, when studying Out of the Dust with an Oklahoma classroom, and when doing the Greeks. It's always worked well for me. They do both email, wiki/collaboration sites, and you can search for partners with how you would like to partner (Skype or no; online projects or just emails). I'd recommend it.

The only barriers I would see to implementing it at CAS would be both privacy and technology constraints. I had to get a permission slip signed for all of my kids (because we were both skyping and emailing with names attached), but that was a different school district. Also, I've never run Skype on our school's network, so we'd need to make sure our bandwidth will handle it. Otherwise, you should be good to go!! The site is: [www.epals.com](http://www.epals.com)

5: Is there a system for evaluating student technology literacy in your school? If so, how effective or helpful have you found the assessment?

It turns out, there is no system for evaluating our students’ technological literacy. In our high school we have a careers class that emphasizes the use of doing research and creating PowerPoint presentations. Our high school also requires students to take and pass a “keyboarding” class. I think this is a half-a\*\*ed attempt at meeting state requirements for career and technical edu.

6: Gather suggestions from students on their ideas for integrating technology into their learning. What tools that are not presently available, would help to achieve district objectives?

I surveyed my freshmen classes and received 25 responses to the question: why kinds of technology would you like to see us add to the classroom that would help you to learn better? The responses are transcribed below.

* Give us a website to check for homework and assignments
* Allow students to use the apps on their phone or ipod that will help them learn and understand the subject they’re working on (also, Give us i-pads). (5)
* You can use Skype to get lessons that you can’t get because you are absent. (3)
* Let us listen to music while we’re working. It helps us to relax while we’re learning.
* Let us use Facebook to get news about things going on in other areas.
* If we can’t copy down notes fast enough, let us use a recorder or take pictures of the lecture slides.
* We can get apps that can help us with subjects.
* Smart notes/Spark Notes (2)
* Let us Google things. (2)
* Give us faster computers or devices to use (3)
* Give us computers at our desks so we can look up things we don’t understand.
* Give us a tablet or something that we already use in our life. This would make it more fun to look things up.
* We should be able to look things up on our phones when we are stuck on something. (3)
* Give us tablets so we don’t have to carry books. But we could use it for everything.
* We could use technology to see how things move instead of seeing a picture in a book.
* If we had laptops, we could take notes on them and use them to help with projects at school.
* I like to use technology t play video games, but it’s a good way to study.
* We could look up anything that will help us. We wouldn’t need teachers anymore.

**B: Using your Digital Learning Environment Inventory, develop a solution or suggest an improvement customized to your circumstance and curriculum**. Create, implement and evaluate *one change* in a globalized lesson plan to use technology for learning in a meaningful way. (**PLEASE NOTE!**  If you are unable to use technology in your classroom this week, you may do it next week and submit this assignment next week.)**To document and reflect on this change, please submit two paragraphs (include these in the same word document as the Digital Learning Environment Inventory):**

one paragraph describing your creation and implementation of one change in a globalized lesson plan to use technology and

A: (Current and ongoing)

Students in my World Religions class are just finishing up their unit on Hinduism. I connected with a teacher in India via epals.com last week and we are coordinating a cultural exchange using epals with our students. My students draft letters of introduction last week and we sent them to our Indian counterparts. We are still awaiting a response from India. My students were excited to do this exchange and are hoping to learn more about their lives and culture by doing this. The scope of the assignment is for my students to have at least three e-mail exchanges with the Indian students and write and present a report based on what they learned.

B: (Current and ongoing)

I have connected via epals.com with a teacher in Perm Russia to collaborate on a Christmas Around the World exchange. By the beginning of December, each classroom will mail the other a care package which includes:

Student produced essays based on their family traditions around Christmas

Hand-made Christmas cards

Store-bought Christmas cards

Samples of Christmas gift wrap

Recipes for traditional family meals

Photos of the students

When we receive each others’ care packages, we will exchange a classroom video using our new Samsung cameras and Windows Movie Maker software produced by the students and try to communicate via Skype (although there is a 13-hour time difference between our classes).

C: (This lesson not to be done until the Spring semester)

 I have decided to utilize the Water & Nepal unit from Outreach World to augment my water studies in my freshman Earth Science class in the spring when we are studying water and the water table. I think it would be a good correlation to water/draught issues we have here in southeastern Arizona. Learning about the issues involved in international development is an important part of assisting students to become global citizens who are aware and concerned about the challenges facing the great majority of the world's peoples.

Water serves as a mirror of the broader challenges to meeting basic needs in low-income parts of the world. A focus on water allows the curriculum to teach basic science as well as the social sciences. However, water is interpreted and mediated through the culture in which it is found, in this case, Nepal, a country with over 60 different cultural groups, and one of the highest percentages of rural populations in the world.

one paragraph evaluating what you learned in the process of creating and implementing one change in a globalized lesson to use technology.

By finding this unit and figuring out how I could use it in my existing curriculum, I learned that there are many resources out there to help me as a teacher to *add* to the curriculum that gives the students a sense of global impact of what they are studying. Despite unprecedented urbanization, one-half of the world (like Arizona) remains rural, and surviving at subsistence or near-subsistence levels. Understanding something of life for peasant farmers is a vital part of understanding current human society. I found that if I add this curriculum to my existing unit on water scarcity, it will draw students' attention to the reality of these peoples and the problems they face, specifically, access to clean water and its use in rural households and tie it into their own community’s struggle.

I learned that there are scores of other teachers out there wanting to give their students the same experience. By bringing out students closer together to make these global connections, we are building friendships, empathy, relevance and compassion toward each other.