

Blog Posts

Evaluating Student Blogs - <http://kherlihy.weebly.com/blog/evaluating-student-blogs>

9/1/2016

Blogging is a way to share ideas and thoughts with the world. Blogging opens up numerous opportunities for discussions inside and outside of the classroom on a variety of subject matters. As blogs become an established tool in the classroom, evaluating the blogs must also be considered. Teachers frequently try to determine the best ways to evaluate student learning.

Using rubrics can offer a clear way with which to evaluate student work. The rubrics could be very detailed with many different categories or simple in design with a scaled rating of 1-4. A detailed rubric could include categories such as content, creativity, layout, use of multimedia, quality of writing, and citations. A rating rubric would provide a more generalized score of the blog based on coherency, focus, insight, depth, and engagement of topic presented through the writing. Students are able to know and understand the expectations within their blog posts and the commentary they must complete.

There are numerous resources and tools available for educators who plan to incorporate blogging in their classrooms. EdTechTeacher.org and Blogs-in-K12 have links to a variety of rubrics as well as links to sites where you can create your own rubric. Edublogs.com is also a great free resource that includes guidelines and safety information for students and parents. It is also advertisement free and provides a list of student requirements for blogging and commentary.

Between the help of these sites, I have created a basic blogging rubric. The rubric addresses three main focuses for bloggers: blog content, writing quality, and commentary. The rubric addresses students' level as being unacceptable, acceptable, and on target. For a student to be graded at each level, the student must meet the required criteria within that level.

As I researched blogs and their various classroom uses, I began to see a great use for blogs within my own classroom. In my 6th grade Earth Science class, we are required to do various labs. While small in nature, these labs are tremendous undertakings for my students as they have never really been exposed to the lab concept in elementary school. Currently, students are required to fill out either a graphic organizer, answer some pre- and post-questions, or journal about the particular lab. I feel blogging would give my students a great opportunity to reflect on their learning even more effectively. By substituting my traditional methods of assessment of learning with reflective blogs at the conclusion of their labs, students would gain the opportunity to not only demonstrate knowledge but also comment and participate in the idea sharing process and have a voice in their own education.

<http://edtechteacher.org/assessment/>

<http://edublogs.org/>

<http://www.chronicle.com/blogs/profhacker/a-rubric-for-evaluating-student-blogs/27196>

Web 2.0 - <http://kherlihy.weebly.com/blog/web-20>

9/1/2016

I agree with the statement that there must be "opportunities to engage and develop a much richer set of skills" and that the skills should be taught "as transferable competencies across situations" (Schechtman, DeBarger, Dornsife, Rosier, & Yarnell, 2013 as cited in Solomon & Schrum, 2014, p. 8). More than ever before the students we serve are connected to other people throughout their school, community, and the world. Students are now participants of the internet as opposed to only being consumers. Students are also faced with the fact that their future employment will "be in an environment where reliance on technology is a given" (Solomon & Schrum, p. 1). Teachers have a huge responsibility to make sure that not only are they up to date on current technology but so are their students.

The days of "sit and get" in the classroom are over. Professionally we should be ready to make significant changes to fully implement technology and to stay current in the best practices for teaching and learning with technology. As

educators we must adapt to changes and present new, positive, and productive ways to implement technology and web 2.0 tools.

It can be an overwhelming endeavor to decide what should and should not be used. There is a difference between just using technology and using it effectively to teach and learn. Effective use of technology is more than just using a data projector for class notes, having students create a word document, or allowing them to play math games on a website. I agree with the statement, "Teachers need easy-to-use applications that are clear about how they contribute to student learning and achievement" (Solomon & Schrum, p. 3). It is absolutely necessary for ongoing professional development so that teachers can stay abreast of what they should be using.

There are several tools that I am looking forward to learning more about. Our district is making a move to using Engrade as a learning management system. It would be beneficial for me to have a firm grasp on what it is capable of doing before we make the switch. I also am interested in learning about audio and video editing. This is a personal interest of mine and I want to gain a deeper knowledge of what programs are available and how they work. I also see the audio and video projects becoming an appealing option for students when given an assignment. I want to make sure I know how to help them when they have issues.

Web 2.0 has already changed my professional practice. As a media specialist I have received training for numerous types of programs that I then had to reteach to the school faculty. We have used online sites such as AIMSweb for testing reading and math skills and Infinite Campus for entering grades, attendance, and behavior referrals. Teachers have been using Schoology and Edmodo to create flipped classrooms. Our school district recently gave teachers and students access to Office365 which has dramatically changed the way our students are creating and submitting their work and even how the teachers create and share their lesson plans. In my position any time someone is having difficulty with any of these programs I am the first person they come to for help. My job has shifted from a literacy focus to a technology focus.

My initial thoughts on Web 2.0 is that it will continue to be a big part of learning and everyday life. The push to have all schools in our county be 21st Century classrooms has led to the implementation of numerous online programs. There are times where teachers get frustrated because just as they figure out how to use one program it will often change to something else. The reality is that this Web 2.0 world will be ever evolving and we need to get on board. If not our students will be the ones who ultimately are the ones who are left behind.

Solomon, G., & Schrum, L. (2014). *Web 2.0 how-to for educators* (Second ed.). International Society for Technology in Education.

Peer Comment to Rachael Stewart –

<http://restewart.weebly.com/blog/web-20#comments>

Kristy Herlihy

9/2/2016 01:47:27 pm

I see and hear the same thing at the high school level. Our students cannot go anywhere without their phones and headphones. Students have become so accustomed to communicating with each other through technology that their social skills have become nonexistent when presented with a face to face situation.

I absolutely agree that we have a responsibility as educators to ensure that the students we serve are prepared for the rapidly changing world and the workplace of the future. We cannot simply use technology to present information. We have to involve the students in the process and have them use

technology and Web 2.0 tools to gain a deeper understanding of not only the content being taught but also ways to use technology in different ways.

It is exciting to think about how much Web 2.0 tools can make differentiation so much easier. It truly is an amazing equalizer. To be able to instruct students in ways that meet their individual needs through technology is a game changer.

Blog Post

[Social Networks, Virtual Environments, and the Digital Divide](#) -

<http://kherlihy.weebly.com/blog/social-networks-virtual-environments-and-the-digital-divide>

Social Networking in the Classroom

There are many advantages to using social networking in the classroom. Social networks allow connections to be made in ways that wouldn't be possible a decade ago. It enriches the learning experience and enhances student engagement by allowing students and teachers to interact in new, relevant, and exciting ways. Most students are already using various social networks so convincing them to use it for educational purposes should be easy. Learning has a "strong social component" and is often "situated in our relationships with others" (Lave & Wegner, 1991 as cited in Solomon & Schrum, 2014, p. 118). Students who participate in connections through social networks have the potential to collaborate with one another, share knowledge, and build learning communities. Through participating in educational social networking, students learn important digital skills and become good digital citizens.

[Edmodo](#) is a tool that many teachers at my school use in the classroom as well as [Schoolology](#). Recently our district has made the switch to [Engrade](#) for grades, attendance, and learning management systems. By the end of the 2016-17 school year our teachers will be required to use Engrade instead of Edmodo or Schoolology because of this I explored Engrade as a social network platform for learning.

The screenshot displays the Engrade Pro interface. The top navigation bar includes the Engrade Pro logo, the course title '99) ADV912-17-Advisement - All Grad', and the 'Gradebook' tab. A sidebar on the left lists various features: Course Maps, Gradebook (selected), Standards, Class Website, Lessons, Calendar, Assignments, Students, Lesson Plans, Wikis, Flashcards, Turn-Ins, Tests & Quizzes, Reporting, and Data Wall. The main content area shows the course title and a breadcrumb trail: 'DOUGLAS COUNTY HIGH SCHOOL / CLASSES / 99) ADV912-17-ADVISEMENT - ALL GRADES / GRADEBOOK'. Below this, there are three buttons: '+ New Assignment', 'Options', and 'Full Screen', along with a 'Groups' button. A table is displayed with the following structure:

Student	Class Grade	New Assignment
	category:	
	due:	
	points:	
Lashay	.	
Tania	.	
Tatyana	.	
George	.	
Nie	.	

The aspect I like the most is that it facilitates flipped classrooms as students can use it to watch instructional videos and have discussions from home. As a media specialist I am looking at ways to use it for professional development purposes. Teachers have so many things to do during the school and very little time to complete it. If I could design professional development lessons on Engrade that would make it easier for teachers to be able to receive the instruction during a time that is most convenient for them.

Virtual Environments

Virtual environments are “online interactive systems in which multiple people, sometimes millions of people, share in the development of an interactive narrative” (Meadows, 2008 as cited in Solomon & Schrum, 2014, p. 176). It allows students the chance to create collaboratively with people all over the world. Students are already inclined to want to work in an online setting and this platform creates a place where students can research, create, and communicate with others. This creates an opportunity for students to perform actions at the highest order of Bloom’s Taxonomy.

One successful virtual environment is [Second Life](#). It is primarily designed for students 13 and up. It has tools that are easily accessible for creation and collaboration. It allows for small group discussion and student created presentations of understanding. I found some good videos on YouTube that provide examples of ways to use Second Life in the classroom. This one is on learning language with Second Life.



Another tool that I researched is [Minecraft for Education](#). I first looked in to Minecraft because my own children were obsessed with it. They range in age from 7-13 and I wanted to make sure that it was appropriate for them to play. I immediately saw educational connections that could be made. As a former math teacher I could see the lessons in ratios and proportions as well as cubic measurements. I felt it would be a great way to harness the enthusiasm for this game in to interactive, student centered lessons. It allows students to be creative and collaborative while having fun and learning.

This is program that will be immediately recognized among students. There are books, toys, and clothing with images and themes from this virtual environment. I have attached a [PowerPoint presentation](#) I created for my school that gives additional information about the program as well as examples of how it can be used in different subject areas.

How Can We Bridge the Digital Divide?

I like that Gorski attempts to expand on the traditional definition of digital divide. The main focus has been on acquiring more technology to meet 1:1 demands and whether students have internet access at home.

I completely agree that, “we must broaden the meaning of “access” beyond that of physical access to, or usage rates of, computers and the Internet to include access to equitable support and encouragement to pursue and value technology-related fields, educationally and professionally” (Groski, pg. 6).

I do not see access as a problem while at school. We have numerous digital devices that get used extensively in all our classrooms. I do feel that among our population, some improvements can be made. Access to engaging, higher order thinking programs are not prevalent across all races and genders. I see a lot of superficial technology use that could be transformed in to more engaging and enriching activities. Having specific professional learning on using digital tools that can be used to aid higher order thinking and engagement in the classroom.

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Peer Comment to Sara Lawson –

<http://lawsonsara.weebly.com/blog/itec-7430-internet-tools-for-the-classroom-social-networks-virtual-environments-and-the-digital-divide#comments>

Kristy Herlihy

9/15/2016 11:44:34 am

I love that you are using Words with Friends EDU. That is a great way for ESOL students to practice vocabulary in a fun and interactive way. I also have enjoyed using Twitter for professional resources. I had a personal account years ago but never really got in to it. Using it in a professional manner has led me to a lot of great ideas and information. The tweets I enjoy the most come from Common Sense Media (@CommonSenseEd).

The Mission US game looks really engaging and I think students would enjoy playing it. It reminds me a lot the old school Oregon Trail game that I loved playing in middle school. I like that kids are learning and not even realizing it because it is such an immersive gaming experience.

Your description of your previous school sounds similar to the high school I am at. We have definitely increased the number of devices we have available at school but it still isn't 1:1. The devices are also used very heavily for assessments. It has been difficult to encourage the teachers to use the technology in creative ways because the majority of the time they don't want to change the lessons that they have always done to incorporate anything new. This is a huge disservice to our students. I feel like in every leadership meeting I attend that I consistently say that there is a difference between using technology and using it effectively for students to get the most out of it. What are the some of the more creative and engaging ways you have seen the devices used at your school?

Blog Post

Educational Wikis and Collaborative Tools - <http://kherlihy.weebly.com/blog/educational-wikis-and-collaborative-tools>

Educational Wikis

According to Soloman and Schrum (2014), Wikis were the first classroom tools for collaboration because, with a Wiki, it is easy for students to use a single document and easy for teachers to monitor specific student contributions on the Wiki (pg. 196). Originating from the Hawaiian term “wiki wiki” meaning “quick” it is now a term that refers to a web page that can be created for collaborative work. As Reich stated, “Web 2.0 learning environments can facilitate rich educational experiences that prepare students to thrive in a networked world” but I find myself wondering if there are better tools out there than the wiki (pg. 1).

The most popular wiki soon became Wikipedia which is a constantly updated collaborative encyclopedia. As a media specialist over the last 10 years I have seen so many students who want to use Wikipedia for research purposes and it makes me cringe. I have never been a big fan of Wikipedia simply because anyone can update or change the information on a page. There is no way of knowing if that information is accurate or from a credible source. I try to encourage students to look at it only as a place to begin gathering a foundation of knowledge about a subject and then exploring more reliable sources before writing their research projects.

I was interested to explore some examples of how wikis could be used for collaboration within the classroom. In my mind the wiki seems a little outdated given all the new Web 2.0 tools that are available for students to use and I find them to be visually unappealing. I also think that wikis can be more cumbersome to use as opposed to newer programs.

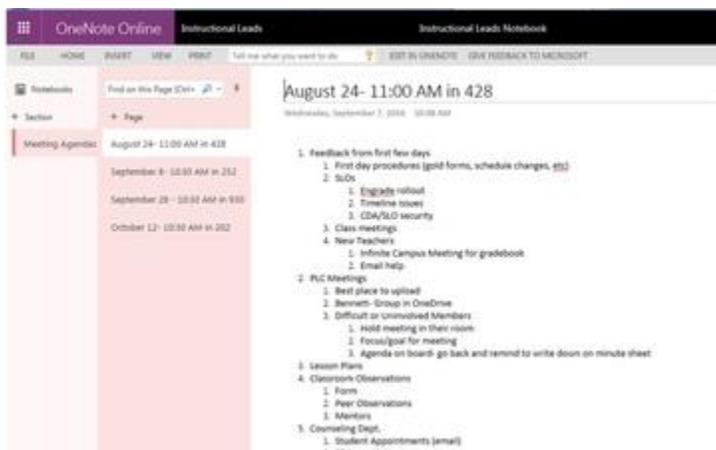
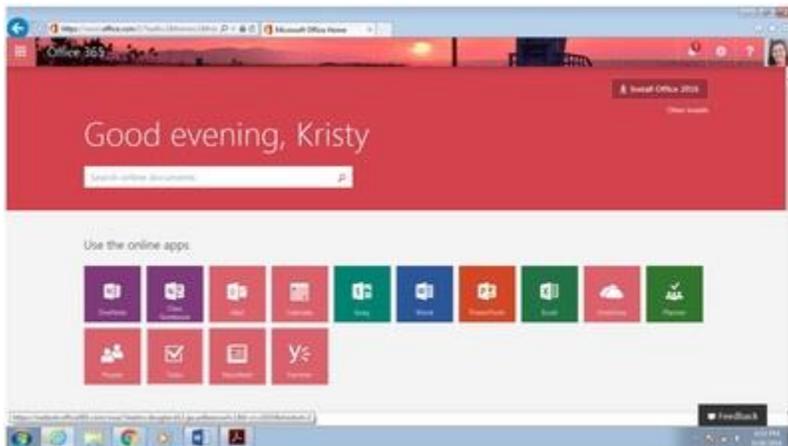
This first wiki I explored was [Digital ID](#) created by Natalie Bernasconi, Gail Desler, and Kathleen Watt. This site was an [EduBlogs](#) Finalist in 2012, 2013, and 2014 for Best Educational Wiki and it is easy to see why. Their goal was to “help students understand and reach their full potential as 21st century digital citizens” as well as generating conversations in school communities about the “importance of digital citizenship skills being taught as an integral part of the core curriculum, as opposed to a set of lessons or unit taught in isolation.” These are all things that I am very passionate about so I was eager to see what they had to offer on the site. It exceeded my expectations. It was laid out nicely and visually appealing. It provided a lot of resources that are available to download and edit as needed. Our district has been searching for additional resources to enrich our digital citizenship lessons and this site will definitely be recommended at our next media resource meeting.

The second wiki I looked at was [Grazing for Digital Natives](#) which was created by Jennifer Dorman. This site had some good resources on it but I thought it was difficult to navigate. The layout was not appealing and you had to scroll all the way to the bottom of the page to really see the real heart of the wiki. The concept was good, the information was useful, but it just didn’t appeal to me at all. This wiki encompassed my initial impression of wikis being outdated and unappealing.

Collaborative Tools

I have used Google Tools previously but it never really caught on for me. I think this is in part to using Microsoft Office for the majority of my digital life. The only Google programs I have used on a regular basis were the calendar and forms. Last year our county provided all students and staff with Office365 accounts. This was much easier for my Microsoft brain to handle. I like that there is an option to use the online version of programs to share documents and work collaboratively with others. So many times I have had students come to the media center to print their documents from Pages or NotePad only to find that it was incompatible with our computers. The school computers do not even allow students to print

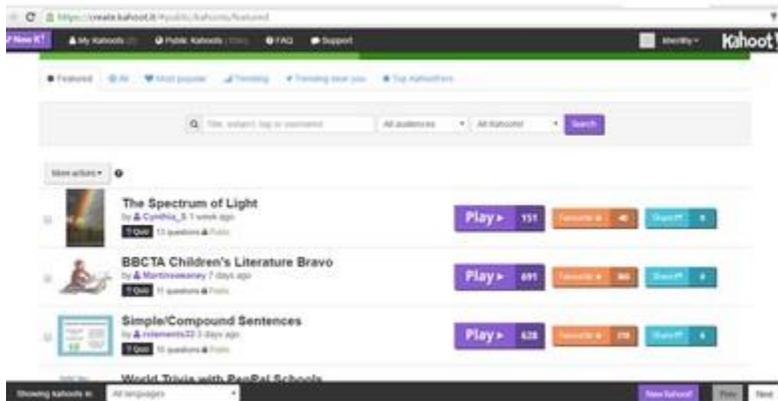
directly from Google Docs but instead requires them to download it to Microsoft Word first and then print. By allowing the students to have access to Office365 they now have the ability to use all of the programs in the Microsoft Suite on any internet enabled device. They also have unlimited cloud storage and no longer need to carry around flash drives. The collaborative aspect is in real time which allows for students to work together no matter where they are physically located. Instead of emailing drafts back and forth the students can work together at the same time on the same document and immediately see the changes and additions that have been made. Office365 also includes Sway as an alternative to using PowerPoint. This can be helpful for students who have diverse learning needs and would prefer using something more creative.





I do like the form tool on Google. It makes it very easy to make surveys and quizzes that can be easily downloaded in to a spreadsheet for further analysis. It is simple to set up and use. We are currently using Google forms in a variety of ways such as schedule change requests, student information forms, and a form for teacher observations made by the leadership team.

I think [Kahoot!](#) is a great game based tool that is fun and easy to use. It is an alternative to traditional student response systems. It is free to use and has a lot of quizzes that are already available for teachers to use or they can customize their own. Students create a nickname to use so that they can stay unidentified. It is a quick and easy way to gather information about how much the class is comprehending. Students who may be struggling in the class can feel free to answer honestly because it is anonymous. This can be a big confidence booster for lower performing students when they see that they answered correctly. It can be done during those times when you only have 5-10 minutes left in class and do not want to start something new.





Another productivity tool I like to use with the staff is Sign Up Genius. This website is great for coordinating events and keeping large groups organized. As the media specialist I am in charge of the two desktop computer labs and the 28 mobile laptop carts. We have a very large campus with five different buildings which each have at least two floors of classrooms. There are mobile carts located in different areas in each building along with two centrally located computer labs. This is a lot to keep up with so to simplify things we have created various calendars on sign up genius that allows the teachers to sign up online for the labs or carts that will best fit their needs. Teachers can easily see when the carts or labs are available and I can quickly look up who has the carts at any time. You can also add settings that will send reminders the day prior to when they have signed up so that no forgets. It has made a huge difference for the teachers in dealing with the constant battle to secure technology and I no longer have to answer phone calls all day long trying to work out the lab and cart schedules.





In looking at the Pedagogy Wheel by Allan Carrington I see the possibility for the tools mentioned to fit in several areas of Bloom's Taxonomy. Students would "Apply" what they know by creating and sharing documents or presentations through Office365 or Google Docs. Kahoot! could fall under two different categories depending on how it is used. If students are creating the quizzes they will be using "Remember Understand". If students are taking the quiz they will be using it to "Evaluate" what they know.

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Peer Comment to Rusty Harris –

<http://rustyharris.weebly.com/blog/itec-7430-using-productivity-tools-and-other-collaboration-tools-to-support-student-learning-fall-2016#comments>

Kristy Herlihy

9/29/2016 11:39:22 am

You mentioned that you thought the wikis you looked at could have used some videos or PowerPoints and I agree. How did you feel the overall visual appearance and ease of use was for the ones you mentioned? Do you think there are newer and better options available now that could take the place of a wiki?

I really enjoyed the productivity tools that you shared. It is great to see the various examples you posted of how Google Docs can be used. I had never heard of weekis or Cam Scanner but I am very interested in learning more about them. Cam Scanner is definitely something that I need to utilize. We have an ancient scanner in the media center that students use from time to time to get electronic copies of documents that need to be sent to colleges. It is a total pain to use and takes up so much counter space. Having a mobile app that can do the same thing as a scanner is exciting! I will definitely be downloading this app and giving it a try.

Blog Post

<http://kherlihy.weebly.com/blog/podcasting-visual-tools-and-differentiation>

Podcasting, Visual Tools, and Differentiation

10/13/2016

[0 Comments](#)



Podcasts

Podcasts are not something I have used a lot in the past simply because of my own personal learning style. I have a difficult time just listening to someone lecturing or reading without having anything else to follow along with. I previewed the [TeacherCast](#) podcast series and I found there to be a wide variety of topics available. I chose an episode titled "Using Office 365 for Professional Development" that was published on September 21, 2016. This was part of the Microsoft Innovate Educator Expert Spotlight Series. It was informative but it just wasn't something I could stay focused on. I found myself getting bored. Another podcast that I previewed was from NPR. It was from the [Pop Culture](#) category and it was titled "Fall Movie and Television Preview" which was published on October 7, 2016. I found this podcast more interesting simply because this is something that I personally enjoy. Pop culture is something that has always captivated me so I was interested to see if this would be easier for me to listen to. I did like it better than the TeacherCast episode but I still found myself tuning out from time to time.

I do think that podcasting can be valuable in the world of education. There is a wide variety of topics that can be very specific in content. It can be beneficial to those teachers who want to implement a flipped classroom because the podcasts can serve as lectures that are listened to outside of the classroom. Students are already accustomed to accessing content from iTunes and other podcast sources as well as listening to audio and video at any time through their personal devices. It is something that they feel comfortable using and they can subscribe to various feeds so they can receive notification when new podcasts are available. I can see them working better in a social studies or language arts class and potentially not as effective in a math course.

I created a podcast of a Mother Goose nursery rhyme. It was the first time I had ever created a podcast but it was an easy process. I would like to be able to continue recording various passages from all types of literature to include on the wiki page I made for the media center. I would also want to include book talks to promote the newest titles that are available.

http://kherlihy.podomatic.com/entry/2016-10-04T07_52_33-07_00

(This is embedded in the actual blog post instead of a link)

Visual Learning Tools

Visual learning tools are essential in today's education world. Visual media as a means of communication is at an all-time high. Visual learners make up 65% of the population and most of us process information based on what we see (Bradford, 2011).

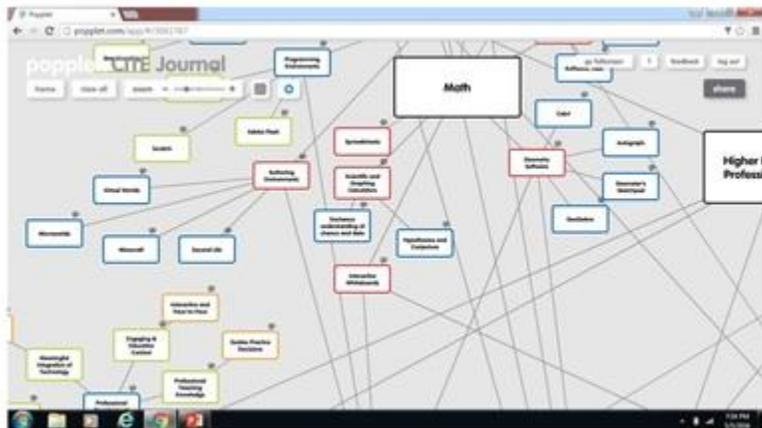
There are so many Web 2.0 tools that are available to make it easy to integrate visual tools in the classroom. It also

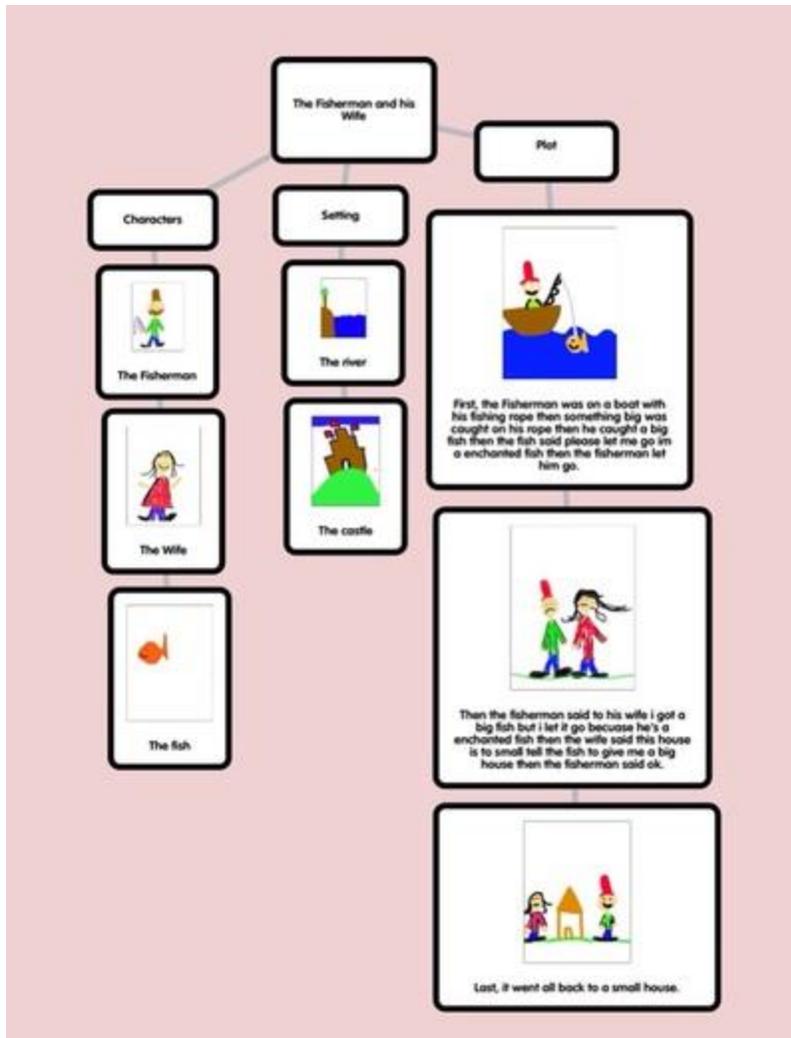
allows opportunities to differentiate and offers a variety of ways to complete assignments. Instead of using traditional programs like PowerPoint or Word to create assignments students can use a wide range of visual tools that fit their learning needs to create presentations and projects. Students are becoming more comfortable with this alternative tools and know which ones they feel more at ease using. Students are allowed to use their own creativity while demonstrating what they have learned.

One visual tool that I have used with great success is [PowToon](#). You have the ability to create a customized video presentation. It is very fun and easy to use. You can use the animation features that include a variety of characters and effects. You can also record and edit audio within the program. It is free to use to create up to a five minute video or you can pay for a subscription which will allow access to additional features and longer videos. I created a video on Digital Citizenship using PowToon and then uploaded it to YouTube.



[Popplet](#) is a great visual learning tool that can create beautiful mind maps. Students can link facts and images together to visually show the relationship between the concepts. Items can be color coded which adds another level to organizing the information. It also has a name tag feature that allows you to easily see what has been contributed by each person on the team. You can also add additional comments or citations that can only be seen by the individuals that are able to edit the project.





I love a good infographic! An infographic takes data, arranges it, and then displays it in an easy to understand visual. These days you can find infographics all over the internet. They are more eye catching than just printed words and with increasingly shorter attention spans infographics allow people to scan the information as opposed to actually reading it. [Piktochart](https://www.piktochart.com/) is a free website that you can use to create your own infographics. Students can use their own creative style to develop infographics in a manner that appeals to their learning style. We use Piktochart to create posters for displays in the media center. The Piktochart website allows you to choose from a variety of styles and various creation purposes such as posters, reports, presentations, and online infographics.



Differentiation

Differentiation is one of those terms that gets mentioned a lot yet so many people are still unclear how to do it correctly and some teachers don't do it at all. It was surprising to learn that in a study completed in 2005 by the U.S. Department of Education, "whole-class instruction was the most common format experienced by secondary students with disabilities as well as students in regular education academic classes" (Hobgood & Ormsby, n.d.) This same study also showed that "only thirteen percent of secondary students with disabilities in general education classes experienced substantial curriculum modification or a specialized curriculum" (Hobgood & Ormsby, n.d.). Teachers feel overwhelmed trying to find ways to make learning individualized. The beauty of technology is that it can provide easy solutions to help make differentiating lessons a reality.

Web 2.0 tools are a valuable resource for teachers who have a wide range of ability levels in their classroom. There are so many websites that allow students to learn and create on their level so that they can gain a sense of success and accomplishment. Using Web 2.0 tools that complement a flipped classroom environment allow the teacher more class time for differentiated student-centered learning. With technology students can work collaboratively which can help improve students' performance. There are so many options out there that can make implementing differentiation in everyday lessons possible.

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Peer Comment to Celeste Jouanet –

<http://cjouanet.weebly.com/blog/itec-7430-podcasting-visual-tools-differentiation#comments>

Kristy Herlihy

10/14/2016 09:32:52 am

I love the idea of creating a digital album of the students throughout the school year. They change so much and I know their parents will love being able to see all of the exciting things they did throughout the school year. I think the autobiography idea is great as well. My children have had to complete projects like this over the years and it always seemed so outdated to have print pictures to send in. It would be so much easier to be able to do this online as that is where all my pictures are stored to begin with! I'm curious to know what your district's policy is on photographing students and then sharing it. This has

become a real hot topic with our county media specialists as there seem to be conflicting opinions on how this should be handled.

I thought the cartoon site would be so much fun for kids to use. I can see them wanting to use it to cartoon everything. I also think it is fabulous that they do not have to create an account.

I love what you said in regards to differentiation. There are so many ways to use Web 2.0 tools to provide instruction on varying ability levels. It really is an equalizer. Web 2.0 tools can really take the fear and uncertainty away from teachers and give them a wealth of resources that can allow all students to achieve.

Blog Post

<http://kherlihy.weebly.com/blog/tools-that-make-a-difference-assessing-student-learning>

Tools that Make a Difference & Assessing Student Learning

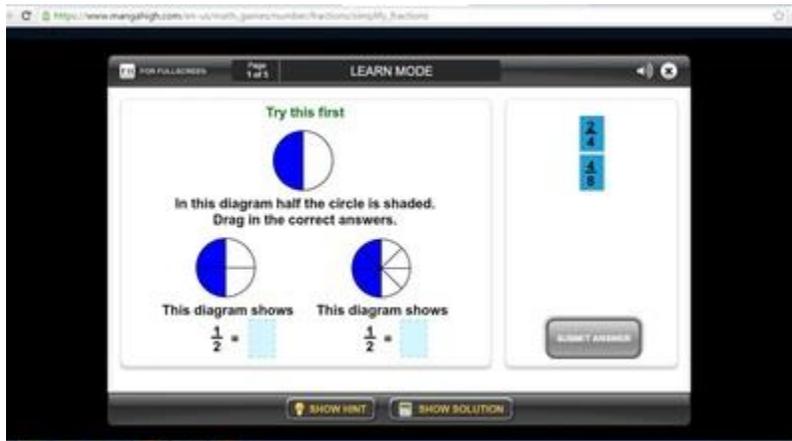
10/26/2016

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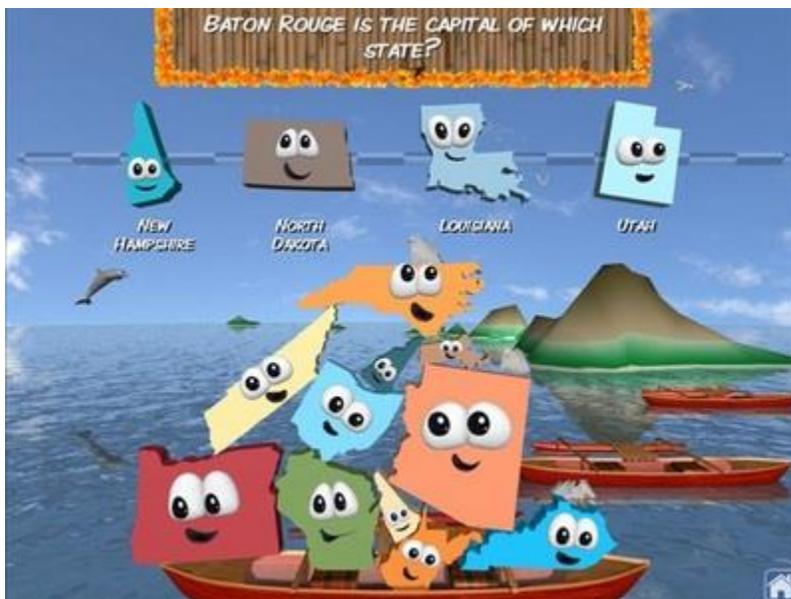
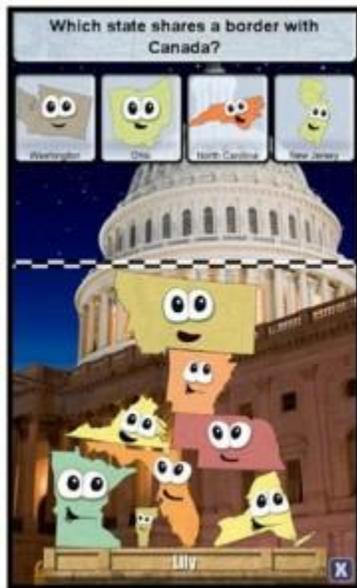
Apps and Web 2.0 tools provide are extremely beneficial in the educational setting. An App is a self-contained program that can be downloaded from iTunes, Google Play or the windows store to a device. The programs are only available on the device where they have been downloaded but the files that are created can often be saved to other options such as an online cloud storage. Web 2.0 Tools are programs that reside on the internet. They can be accessed from a web browser and used online. There is no need for software to be downloaded to the computer (Solomon & Schrum, 2014, p. 216). Apps and Web 2.0 Tools can be used to increase student interest and allow for a deeper examination of subject area content. In a recent study it was shown that “students involved in m-learning had greater achievement than those who received traditional instruction and without mobile access” (Liu, Scordino, Geurtz, Navarrete, Ko, & Lim, 2013). Mobile learning and the use of Web 2.0 Tools are becoming more and more common, and teachers and students have many useful ways of putting this technology to work for their benefit. I will be exploring three Web 2.0 tools – Manga High, Screencast-O-Matic, and Quizizz. I will also be looking at the mobile app for geography called Stack the States.

The first tool I explored was the math game site called [Manga High](#). This site has a wide variety of math topics and covers a wide range of levels so it can meet the needs of students who are needing a challenge as well as those who are struggling and need more practice. Students can earn points and badges as they progress through the quizzes and they can even compete against other schools. It is very user friendly and provides immediate feedback to the student. If a question is missed the student can go back and review it to see a detailed explanation of how to solve the problem for the correct answer. This is a great tool that can be used by students at home as a part of homework or used in the classroom. It helps with differentiation because students can progress at their own pace and get challenges that are tailored to what they have already mastered.





Stack the States is an App that my children have loved playing on their Kindles. It is a U.S. geography game that helps students learn where states are located, the shape of the state, capitals, and more. There are state information cards that kids can study before beginning a game or they can jump right in and learn by trial and error. Stack the States begins with just one activity unlocked, but four mini-games (Map It, Pile Up, Puzzler and Capital Drop) become available as kids progress. This is a great visual learning tool that students get excited about playing. The states have fun, animated faces and really make learning geography come to life for students. This App is available from iTunes and the Appstore for Android.



The first screencast I created was a tutorial for our students on how they would log in to Office 365 as well as what they would find once they logged in. I did this through [Screencast-O-Matic](#). It was very quick and easy to use and I did not

have to create an account. Screencasts can have a significant value when creating materials for a flipped classroom or to provide additional instruction for students who are either struggling or possibly absent. I recently helped a teacher set up a way to use her ActivSlate with her home computer so that she could draw out math lessons that can be recorded. She will be out of school for two weeks due to a surgery and this was a great way for upper level math students to still receive instruction while she is out. I will definitely be encouraging teachers to use this tool to do more screencasting for their lessons.

I also used Screencast-O-Matic to create a professional development video on creating quizzes on Quizizz. This is a great website to create assessments that can be given during class or you can set up a window of time that the quiz will be available and students can complete it for homework. We will be using this video in a Lunch and Learn session during November. Teachers are encouraged to watch this video to give them a general idea of how to create a quiz and what it looks like when it is taken. During the Lunch and Learn the teachers will be able to work on creating their quizzes and I can provide hands on assistance as needed.

Quizizz Screencast link - <https://www.youtube.com/watch?v=jmhkdYV25wo>

Office 365 Screencast link - <https://www.youtube.com/watch?v=uChV14WHegU>

(In the actual blog post the two videos were embedded.)

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Peer Comment to Cindy Farr –

<http://cindyfarr.weebly.com/blog/tools-that-make-a-difference#comments>

Kristy Herlihy

10/29/2016 05:50:54 am

I love that you highlighted Project Gutenberg! As a fellow media specialist I completely agree with how invaluable this resource is. I have recommended this tool many times to my Literature teachers. We often face a lack of physical copies of the works they are studying and this solves that problem in a super convenient way. We also have teachers that have a mobile classroom and move from room to room. They use the mobile laptop carts to access Project Gutenberg instead of carting around class sets of books. It is great to have this resource to supplement the library collection as well. Our funds are so limited and the need for materials is so great. It is awesome to know that I can still meet the needs of my students and staff through this online source.

I'm glad that you chose to do Plickers as your assessment tool. We all have those teachers in our building who are technology leery. I had so many that did not want to deal with ActivExpressions to do quick assessments or polls because they were cumbersome to set up and the teachers just didn't get it. I have found that Plickers is a great option for them because they are using their own personal device that they feel comfortable with. It is easy to set up on the computer and the students think it is fun to use the cards. It just takes a quick scan by the teacher and it's done! This is also beneficial for those times when technology may not be available for every student to have because all you need is the one teacher device.

Great choices! Thanks for sharing.

Blog Post

<http://kherlihy.weebly.com/blog/internet-safety-digital-citizenship-and-tools-of-the-future>

Internet Safety, Digital Citizenship, and Tools of the Future

11/9/2016

[1 Comment](#)

Internet Safety and Digital Citizenship

Safety on the internet is a very important issue today. To effectively utilize the tools on the web, one must be willing to teach the necessary requirements and safety procedures to students. I strongly believe that good digital citizenship skills is something that should be taught in an ongoing manner as opposed to just one or two lessons per year. There are thousands of wonderful tools available online, but some may come with hidden dangers or inappropriate content. In order to successfully implement Web 2.0 tools, one must be willing to teach the importance of safety and being a good digital citizen.

The simplest definition of digital citizenship is the norms of appropriate, responsible behavior related to technology use. Digital citizenship can help educators and parents understand what users should know in using technology appropriately. It is a way to help prepare children and adults for a society full of technology. A digital citizen is anyone who uses digital tools. This would include computers, cell phones, or the Internet. "Similar to how rules and standards of behavior exist for citizens of a city, those of us in the digital world should also follow rules and policies" (Computer Applications, 2010)

More and more we are seeing students as well as adults misusing and abusing technology. The issue is more than what the users do not know, it is also what is considered appropriate technology usage. [Pew Research](#) conducted a study in 2012 that looked at five types of personal information that could be shared by teens on social media.

91% post a **photo of themselves**
71% post their **school name**
71% post the **city or town where they live**
53% post their **email address**
20% post their **cell phone number**

They also found that:

92% post their **real name** to the profile they use most often.
84% post their **interests**, such as movies, music, or books they like.
82% post their **birth date**.
62% post their **relationship status**.
24% post **videos of themselves**.

These statistics are scary because:

- 65% of online sex offenders used the victim's social networking site to gain home and school information about the victim (Journal of Adolescent Health 47, 2010)
- 26% of online sex offenders used the victim's social networking site to gain information about the victim's whereabouts at a specific time. (Journal of Adolescent Health 47, 2010)
- One in seven kids received a sexual solicitation online.
- 14 percent of students in 10th-12th grade have accepted an invitation to meet an online stranger in-person and 14 percent of students, who are usually the same individuals, have invited an online stranger to meet them in-person.

- 13 percent of 2nd-3rd grade students report that they used the Internet to talk to people they do not know, 11 percent report having been asked to describe private things about their body and 10 percent have been exposed to private things about someone else's body.
- 91% of teens report sharing a nude or semi nude photo that was sent to them

There are several ways that teachers can incorporate and teach good digital citizenship skill and internet safety on a regular basis.

#1 Show students how to create and maintain a positive digital footprint.

A digital footprint is made up of personal information like your name, address, phone number, or birthday. It is also made up of online actions, uploads, and your digital trail. Your digital footprint is an online version of you and may be the only description someone has of you, particularly potential employers.

#2 Use a learning management system.

[Edmodo](#) and [Schoology](#) are free learning management systems which provide teachers with platforms for discussions, resource sharing, grading, messaging and networking. More to point, however, they offer a school-oriented, safe, and age-appropriate space where students can learn how to connect through social media. If we introduce LMSes early on, we seize the opportunity to teach social interaction through the learning and identity lens *first*.

#3 Set age appropriate expectations.

Social media sites such as Twitter, Facebook, Instagram, Pinterest, and Snapchat have a minimum age requirement of 13. Students under the age requirement of 13 should not be utilizing these sites for classroom purposes, and there is a good reason for that beyond the fact that they would be breaking the rules. Therefore, teachers should not encourage a class group to form on Facebook if students are under that age--yes, even if they already have an account. If we do so, we dismiss the rule and encourage a lack of respect and accountability to the community guidelines which is the very opposite of encouraging citizenship.

#4 Incorporate digital citizenship lessons regularly.

There are numerous sites online that provide lessons on internet safety and digital citizenship. [Planet Nutshell](#) has short videos that cover a variety of topics from cyberbullying to protecting personal information. [PBS Kids Webonauts Academy](#) teaches kids to make responsible decisions in their online interactions. They can explore a series of missions that will teach them web safety. My favorite is [Common Sense Media](#) which has a lot of free materials that are designed to help students think critically about safety and participate responsibly as good digital citizen.

#5 Stress the 9 Ps of digital citizenship.

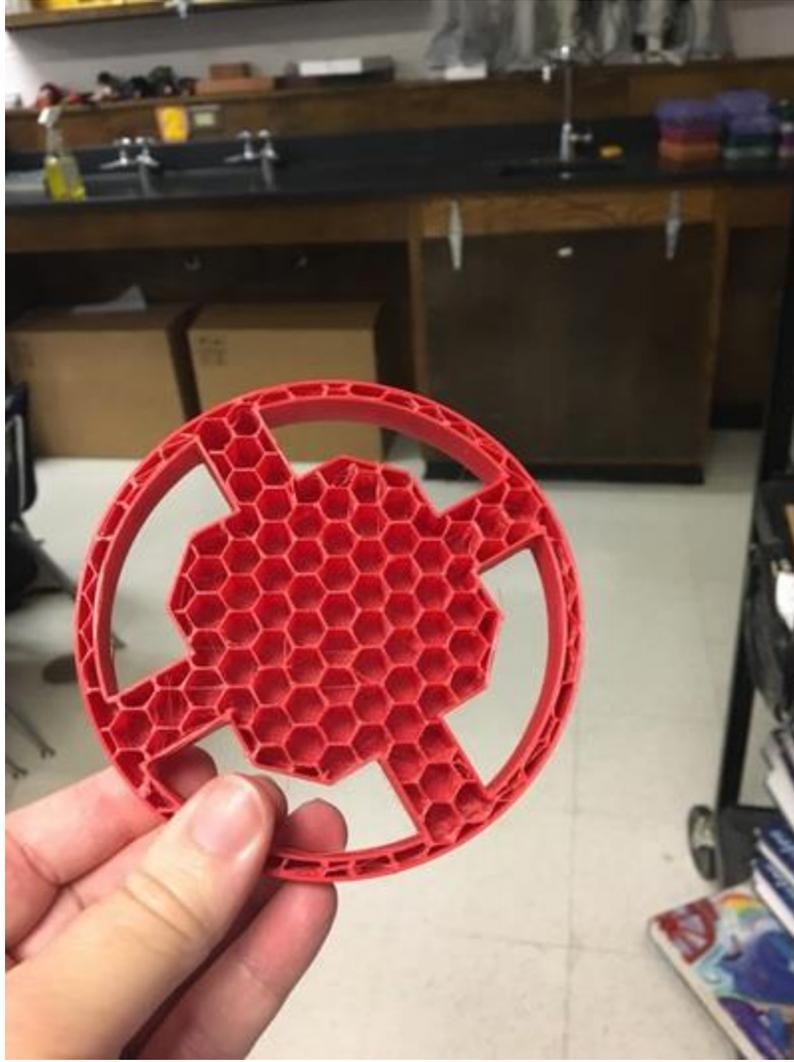
 <h2>PASSWORD</h2> <p>DO YOU KNOW HOW TO CREATE A SECURE PASSWORD? DO YOU USE DIFFERENT PASSWORDS FOR DIFFERENT SERVICES? ARE YOU KEEPING YOUR PASSWORD SECRET?</p>	 <h2>PRIVACY</h2> <p>Protect your private information. Such as address, phone number and e-mail addresses. Never share passwords. Never give information to people you don't know in real life.</p>	 <h2>PERSONAL INFORMATION</h2> <p>Do not share information that can be used to identify you, such as your families names, your school or team affiliation. This could make it easier for someone to impersonate you.</p>
 <h2>PHOTOS</h2> <p>YOU HAVE THE RIGHT TO LIMIT THE USE OF YOUR IMAGE. YOU NEED TO KNOW EVERY TIME YOU ARE TAGGED IN A PICTURE. BE AWARE OF WHAT ALSO APPEARS IN THE PICTURES YOU TAKE. GET PERMISSION TO POST PHOTOS OF OTHERS.</p>	 <h2>PROPERTY</h2> <p>Do you know who owns the copyright to the work you find online? Do you know how to license your own work? Do you know where/how to find fair use images and graphics?</p>	 <h2>PERMISSION</h2> <p>Get permission for the work that you use. Always credit your sources to give credit where it is due.</p>
 <h2>PROTECTION</h2> <p>Protect yourself from viruses, identity theft and phishing.</p> <p><small>Design based on the article, What Your Students Really Need to Know About Digital Citizenship by Vicki Davis</small></p>	 <h2>PROFESSIONALISM</h2> <p>Do you follow the rules of netiquette? Are you communicating and collaborating with others? Are you globally competent? Do you understand and recognize cultural disconnects when they happen, and do you have skills for working out problems?</p>	 <h2>PERSONALITY</h2> <p>Are you the owner of your digital footprint? Have you considered how you are perceived by others? Do you understand that your digital tattoo is permanent and intentional about what you post?</p>

Tools of the Future

I chose to explore 3D printers as a tool of the future. My school received a grant which allowed us to acquire two printers. They are made by [Ekocycle](#) and use recycled coke bottles as the filament. They are not the best or

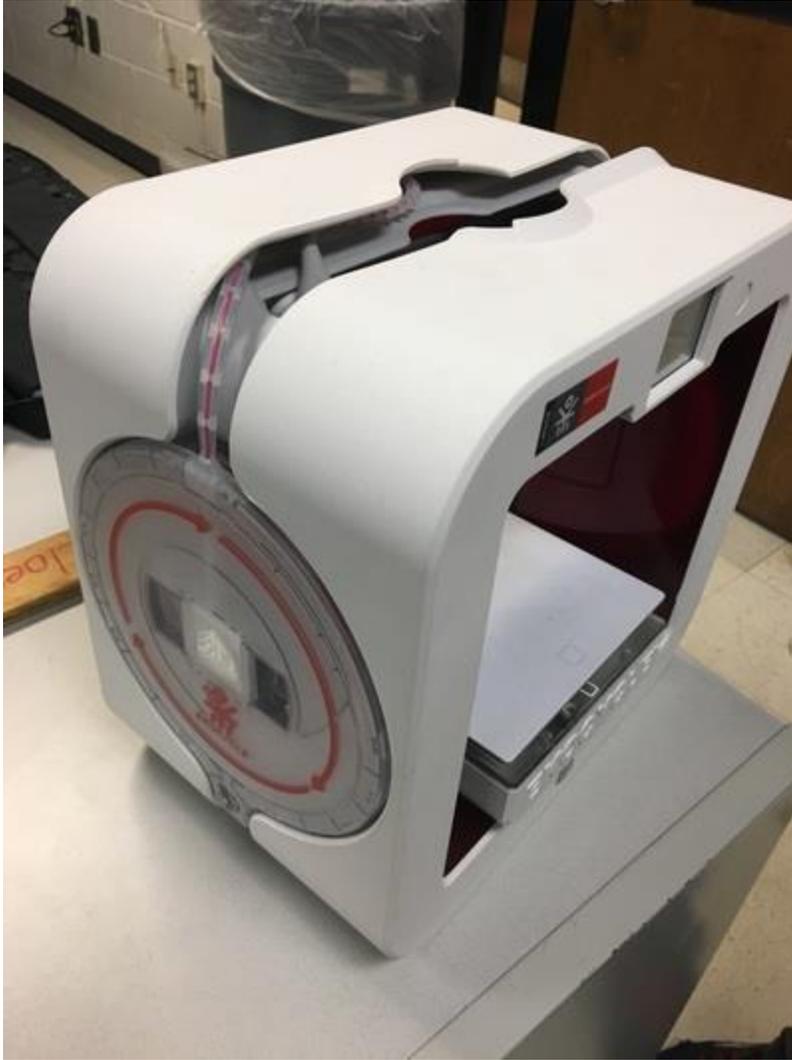
greatest 3D printers but they have done the job in introducing this new technology to our students. With the assistance of one of the physics teachers at my school I was able to create a case for an iphone and a charm for school lanyards. The software was easy to use and comes with lots of pre-made templates. It was not difficult to learn how to design an item on my own. I played around with the software for a little while before finally printing out a design that resembled a coaster.











3D printers bring a lot of excitement to the classroom. They can be used to help students envision graphs and mathematical models. Some students have a difficult time grasping numbers and diagrams that they can only see on paper. 3D printing helps students who have a more difficult time envisioning equations, elaborate graphs, and complex mathematical models to more easily see them through tangible representations. The printers can also be used to make replicas of ancient artifacts for Social Studies or Language Arts classes. It provides the opportunity to have a museum type artifact in the classroom that can provide a more hands on approach. Being able to design and create 3D objects can bring enthusiasm and anticipation to the classroom much more so than just reading a textbook. Students can see their work come to life and become a tangible object. There are so many opportunities to build robust STEM and STEAM lessons by using 3D printers. Teachers will be able to harness their students' creativity and build a future generation of scientists, engineers, architects, and artists.

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Peer Comment to Ashley Kinser –

<http://ashleykinser2013.weebly.com/blog/internet-safety-and-tools-of-the-future#comments>
Kristy Herlihy

11/11/2016 11:40:52 am

I really enjoyed the opening questions you posed about internet safety. This has become a topic that I am very passionate about. It amazes me on a daily basis what parents are allowing their children to do with their phones and social media. Teaching kids to be good digital citizens must be an ongoing conversation that teachers have with their students. It can't be a one time lesson and it can't be achieved by just blocking certain sites. They need to see the real life repercussions of actions that their peers have lived through and apply those lessons to their own lives.

I had not heard of EDpuzzle but I am intrigued. It sounds like a great way to incorporate video and content assessment. This would be a great tool for those teachers who do a blended or flipped classroom so that they can be sure students are viewing and understanding the material that is being covered. Thank you so much for sharing this and I plan to pass it along to the teachers at my school.