

Final Project: Leadership, Technology and Implementing Change

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Overview:

PE Glogster: To provide an interactive user created poster that innovatively allows students a way to reflect on their physical activity.

Glogster URL: <http://janejacek.edu.glogster.com/glog-8618-5189/>

Target Audience:

My target audience is students registered in my PE courses grades 9-12.

Materials:

Instructor:

- Computer.
- An edu.glogster.com account (free).
- Access to PE topics required to be covered.
- Access to any pictures, videos, links that are necessary for creation of the Glog.
- Time during intake to allow for discussion of the use of a Glog and submission of
- Activity to complete once the Glog has been discussed (Creation of a student content generated Glog allowing a platform to show understanding)
- Intake package that includes:
 - a) Course outline that includes reflection expectation, URL for teacher created Glogster
 - b) Learning outcomes
 - c) Rubric for student-created Glog content and reflection expectations

Learner:

- Computer.
- Glogster URL site to view Glog and content.
- Intake package that includes course outline with reflection expectations including URL for teacher created Glogster, learning outcomes, rubric for student-created Glog content and reflection expectations- given to student at intake
- A student Glogster account (free to sign up).
- Site to upload learner generated Glogster. Explanation given during intake on how to upload to Blackboard.

Objective:

At the end of this activity, the learner will be able to:

- Demonstrate appropriate usage of an interactive tool, utilizing materials that are student-created
- Convey understanding of the reflection topics. Formulate their own connection between their physical activities and the related topics in relation to the learning outcomes.

Procedure:**Instructor**

1. For an instructor, sign up for a free instructor Glogster account via the following link: a. <http://edu.glogster.com/> Educator can use an existing login (such as Google), or set up a new account.
2. View the Glogs created for different areas of learning for an idea of what a Glog is.
3. Select which topic the instructor wishes to cover with this specific Glog.
i.e. Health and Nutrition
4. Assemble needed material for creation of a topic specific Glog. This can include: Pictures, Screen shots, Videos (via YouTube or instructor--made).
5. Create topic specific Glog using materials collected.
6. Provide my Glog URL to students; show to students during PE intake
7. Once Glog has been viewed, begin a discussion of the material presented.
8. Provide rubric for student—relating to creation of Glog and reflection requirements.
9. Explain to students how to upload his/her own Glog to a specified site
10. Instructor uses student created Glog to grade on student understanding

Student

1. View instructor provided Glog link along with instructor during intake meeting
2. Participate in discussion with instructor after viewing instructor provided Glog.
3. If not done so beforehand then when get home sign up for a new student Glog account: http://edu.glogster.com/register?edu_type=student (sign in with google) or <http://www.glogster.com/sign-up?started=True>
4. View Glogs, teacher created and others on site for additional understanding of what a Glog is. Email instructor questions or view Glogipedia for further clarification.
5. For the activity, create a Glog demonstrating student understanding of the reflection topics. Follow rubric provided by the instructor for student generated content.
6. Once Glog is created, follow instructions to post Glog in Blackboard.

Emerging Technology: Glogster is an interactive, user--created poster that presents multimedia material for any topic of interest.

Learning Outcomes:

Through completion of a Glog each student will demonstrate they are working toward meeting the following learning outcomes:

The student has implemented a comprehensive physical activity plan incorporating goal setting processes, components of fitness, considerations of personal abilities and interests, nutritional considerations, principles of training and participation in a variety of physical activities

The student has demonstrated an understanding of health-related components of fitness, skill-related components fitness, and movement concepts.

The student has described a variety of ways to be active throughout their own life

Curriculum Correlation and Instruction to Students for this Glog

For this distance PE course each student participates in physical activity in the community and then submits written evidence to demonstrate his/her participation. This is done both by tracking participation and reflecting on it, on a regular basis throughout the course.

As my course has progressed and as I have registered more students I have had some students bemoan the fact that they need to submit a written reflection. I have also had students register that have identified learning challenges in relation to written output. I have allowed the later to either do an oral reflection or have a parent scribe the reflection.

In looking to meet all students' needs and increase student engagement I decided to give students the opportunity to use Glogster to present their reflection in a Glog. I just recently began giving students the option to either continue with the original format or create a Glog.

I have one student so far who has chosen to create a Glog. I look forward to seeing this student's presentation. When I put out the idea to her I had just discovered Glogster. What made me share this option with her, before I had more time to prepare, was the look on her face of total disinterest in relation to the written reflection. She was thrilled with the option of presenting her learning using an online technology tool. As I had not yet created my sample Glog I walked her through the Glogster website showing her the Glog examples, taking her to where she can sign up for an account and supplying her with the URL. I am interested to see her Glog.

In talking with my 18 year old daughter about Glogster and how I plan to present Glogster and give instructions to students. She has stated that anyone under the age of 30 does not need to be guided through the use of a tool such as Glogster, they can

just figure it out. Also she stated that it used to bother her when the teacher felt she needed to take the class step by step through the use of an online tool as she felt most already knew how to use it and if it was new to her that she could navigate the site much quicker on her own. I know in OLTD 501 I appreciated the oral instructions Mary gave us and the related videos she created as a guide. I recently used one of the videos to refresh my memory on how to locate Creative Commons photos on Flickr. Mind you I am much older than 30.

Glogster will be presented to students during the intake process. I personally do the intakes with each student or student and parent/guardian either face to face, through Skype or email. Students are given or emailed an intake package that will include:

- a) Course outline that includes reflection expectation
- b) Glogster information page that includes: URL for teacher created Glogster, URL to student page to register on Glogster,
- c) Rubric that related both to student-created Glog content and reflection expectations

During the intake meeting face to face or Skype meeting I would present my Glog to the student and walk them through it. Included in the Glog is link to a YouTube video that explains step by step how to create a Glog. We can view it together at the time or the student can choose to preview it at home. Also included is information on what topics I am looking for in the Glog and suggested ways to present information. I would go over this in detail with the student. Then I would take him/her to the site where they register for Glogster. If he/she wishes we can create a Glogster account and then I can walk him/her through the use of the site and how they go about saving so the account is active. If prefer he/she may create an account at home later. If they choose this option I will if they wish go in in to my account and take them to my Glog on edit mode to show them how I created my Glog and the different functions available and show them how I saved it so it became active.

Then I will walk them through how they will submit their Glog in Blackboard, this involves submitting to me the URL in a word document. If for some reason this does not work, then the link can be emailed to me directly.

For students who I register through email, I will create a word document to guide them.

As always assistance is available to students on an ongoing basis as needed.

For all students Glogster present information for students on how to create a Glog. As well I found and imbedded in my Glog a Youtube video that gives step by step instructions. <http://www.youtube.com/watch?v=-jcHk4MstQ>

By creating this Glog students can personalize their learning as they can present their reflection in a way that is meaningful to them. Further it allows for all

students to participate in the same activity but present their understanding in a way that meets their learning needs. I am hoping as this personalizes the presentation of reflection materials that it will increase student engagement.

Evidence of the success:

The student have created a Glog that covers all of the reflection topics as outlined in the Glog and have demonstrated in relation to the rubric that he/she fall in the range of competent to exemplary.

Universal Design For Learning:

Provides for multiple means for action and expression-Strategic Networks

1. Provide options for physical actions

- Provide varied ways to respond
- Provide varied ways to interact with the materials
- Integrate assistive technologies

2. Provide options for expressive skills and fluency

- Allow choices of media for communication
- Provide appropriate tools for composition and problem solving

A Glog gives students the opportunity to present their understanding through a variety of ways in one location. They can upload photos and embed videos of themselves participating, they can create audio text that they embed in the Glog, they can create a word text and then if they wish link it to a related website, they can create a link to a website they have been accessing for information, they can embed a music/audio link, Youtube videos can be uploaded directly in to the Glog in this way students can share with me sites they have been going to for participation in physical activity.

Provide multiple means for engagement-Affective Networks

1. Provide option for recruiting interest

- Increase individual choices and autonomy
- Enhance relevance, value and authenticity
- Reduce threats and distractions

Through the use of the Glog students have choice about how they wish to present their learning. If they wish they can make the presentation totally word based, or they can include drawings, photos, personalised video and audio texts, and links to websites and music/audio and Youtube videos.

This meets the expectation of “provide option for recruiting of interest” as it allows for the increase of individual choices and autonomy. If students are given choices it enhances relevance, value and authenticity. Many students are not always comfortable with presenting their understanding in a totally written format given the opportunity to present it in other ways reduces threats and thus they are more focused on the activity at hand.

2. Providing options for sustaining effort and persistence

- Heightens salience of goals and objectives
- Vary levels of challenge and support

The Glog allows for students to present materials in ways that are meaningful to them, in this way it gives students more ownership of their learning and thus I hope leads to heighten salience of goals and objectives.

As each student is creating their own Glog it allows for varying levels of challenge and as needed levels of support. The rubric also allows for varied levels of challenge as they work toward meeting the level of their choice, beginning, competent or exemplary.

3. Provide options for self-regulation

- Guide personal goal setting and expectations
- Develop self-assessment and reflection

Students are creating the Glog to reflect on their PE activities. Part of the reflection process is goal setting and reflection on goals that have been met or need further focus. The Glog allows student to present this learning but in a way that is most meaningful to them. They can then refer back to it at any time as a guide as they progress through the PE course.

A rubric is given to students. Students will use this to self-assess their work and reflect on what they have done.

In closing a statement that resonates with me and stated in TPACK:

“Effective technology integration for pedagogy around specific subject matter requires developing sensitivity to the dynamic, transactional relationship between these components of knowledge situated in unique contexts. Individual teachers, grade-level, school-specific factors, demographics, culture, and other factors ensure that every situation is unique, and no single combination of content, technology, and pedagogy will apply for every teacher, every course, or every view of teaching.”

Bibliography:

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