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Week 4 Assignment  
Digital Learning Environment Inventory

*1. 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.)*

- a) All teachers have pc laptop computers that are equipped for wireless Internet access throughout the school, primarily using Internet browsers such as Internet Explorer (PCs), Safari (Macs), or Chrome (Google). All teachers are equipped with the Microsoft Office Suite (Word, Excel, Power Point, Access, Outlook).
- b) All classrooms have Smartboards, Elmos and projection units. The new science classrooms also have built in surround sound. In science, teachers are using Vernier LabQuests and probes with LoggerPro software.
- c) Teachers and students have (almost) unlimited access to non-Java based programs on the web and the entire suite of Google Apps. Students are issued their own gmail accounts and can use Google Chat, Docs, Spreadsheets, and Presentations in a collaborative manner.
- d) The district uses eSchool to record student grades and attendance. All students have access to this information via the Home Access student and parent portals. All teachers are also required to use OpenClass to post all relevant course materials (it is a platform similar Blackboard). The district uses GoogleCalendar to communicate important dates, events, appointments, etc. with teachers, students and parents. Most teachers also use GoogleCalendar to enter their syllabus.
- e) Our district is overwhelmingly into twitter and encourages all students and teachers to use it to promote what they call “#Leydenpride”. We don't really get into blocking individual sites. The tech team sent me the following message regarding blocked content, “Our content filter uses categories and I can't find a way to export that info. We do have a few individual sites blocked, but those are typically sites that haven't been properly categorized yet”. But I know the following sites are blocked:
  - Facebook
  - Gaming sites
  - Twitter (for students only and when they are at school)
  - Instagram
  - Any sites deemed inappropriate
- f) For our weekly inservice meetings, we utilize video chats to correspond with subject area teachers at the other campus. Years ago, we used to travel back and forth; technology has allowed for a much more convenient platform for interacting.

*2. How does your school make use of school and/or teacher websites?*

- a) Leyden District 212 has a comprehensive website that provides access to district news, calendars, faculty and staff information, and links to individual school websites. It also

provides access to the district's social media usage (Facebook, Twitter), as well as to resources such as curriculum guides for every level of instruction and content area.

b) Leyden District Website: <http://www.leyden212.org/>

3. *How are you currently utilizing technology for learning?*

a) The use of technology in my district is abundant. I use the SmartBoard and Elmo along with OpenClass and GoogleCalendar on a daily basis. I have used interactive apps such as Socrative to give on-line quizzes and I have used clickers to do quick, informal, self-assessments. I also have the students use SlideRocket for presentation and just sent out a GoogleForm to collect information for questions five and seven in this assignment. I also only give online homework through a site called WebAssign. Most of my communication with students, outside my classroom, occurs via email. I also send weekly parent emails with syllabus and reminders to keep them informed. For the first time last year, I encouraged the students to use Powtoon because I had learned about it at a seminar I attended. They generated some fun presentations that were way better than presentations using PowerPoint that I've seen in the past and they didn't have to be nervous because they could edit the work before showing it to their peers.

4. *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.*

a) Most of the sites are available

- **Skype (not blocked but isn't fully functional page?)** [www.skype.com](http://www.skype.com)
- iEARN [www.iearn.org](http://www.iearn.org)
- ConnectAllSchools <http://www.connectallschools.org>
- Peace Corps Speakers Match <http://www.peacecorps.gov/www/speakersmatch/>
- ePals <http://www.epals.com>
- Global Nomads Group [www.gng.org](http://www.gng.org)
- Omprakash <http://www.omprakash.org/about>
- Primary Source [www.primarysource.org](http://www.primarysource.org)
- Edutopia <http://www.edutopia.org>
- Outreach World <http://www.outreachworld.org>
- The UN Works <http://www.un.org/works/>
- Global Education Conference <http://www.globaleducationconference.com>
- Online Newspapers <http://www.onlinenewspapers.com>

5. *What sites and tools are colleagues in your building using?*

a) I sent out a google Form to some of my colleagues in various disciplines around the building and here are the responses I gathered:

- **YouTube (many teachers listed this)**
- Animoto
- ToonDoo

- **Quizlet (many teachers listed this)-This online assessment tool allows educators to make quizzes/tests in various formats and provides the kids with real-time feedback. Teachers can scramble questions and answer choices and get a spreadsheet of the final results. A timer is also available. Teachers can share quizzes with colleagues. A very similar website is Socrative.com**
- **Google Docs / Forms (many teachers listed this)-This is a great tool for collaboration on any sort of document, presentation or spreadsheet. The people that are invited to edit the document can access it at any time online, from anywhere in the world. This is a great tool for group projects, international lessons or sharing information and allowing feedback. Multiple people can work on the document at once.**
- smore.com
- cooltext.com
- typingtest.com
- Project Spark (Microsoft Video Game Design tool)
- **Ted Talks-TED stands for Technology, Entertainment and Design and this nonprofit company allows speakers of all ages from all over the world to share their ideas in 18 minutes or less. They have worldwide conferences where new, innovative thoughts are presented in fields ranging from art to brain surgery. The length of the talks is perfect for limited attention students and the presenters are generally very charismatic.**
- We Video
- **powtoon.com-This online tool allows the user to create a cartoonish presentation using music, animation, special effects voiceovers. You can control how long the various aspects of a slide are showing and have different parts highlighted when needed. Because its online, the presentation can be accessed from anywhere at anytime. This tool is perfect for students to use because it allows them to voice over ahead of time so they don't have to talk the entire time in front of the class. It is also a entertaining and works best for presentations that are not longer than 15 minutes.**
- noredink.com
- careerbuilder.com
- <http://code.org/educate/hoc>
- Study Blue
- Mentimeter
- Wix
- **Weebly-This online site allows you to build a website. It offers templates, or you can customize your own site. Its fairly easy to use and access. You can continually check your progress and make sure links are working by publishing the site. You can also share the site with others and work collaboratively.**
- quia.com
- EdPuzzle
- Discovery Education
- plickers

- think through math
- agilemind
- mathxl

b) We are all required to use eSchool, Google Calendar and OpenClass. As a district, we fill out surveys using Google Forms, set appointments using Google Calendar and are generally encouraged to use Google Apps whenever possible.

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

All of our students are required to take a course through the business department, which focuses on digital usage and literacy skills. We have district-wide literacy and technology liaisons, who are teachers released from some of their classroom duties to provide integrated literacy and technology training to teachers. Besides the required class, I do not know of another evaluating system or assessment.

*7. Gather suggestions from students on their ideas for integrating technology into their learning.*

a) I sent out a Google Form to some of my students and here are the responses I got:

- We can study for tests or quizzes using Kahoot.
- Reminder sent to phones for tests, homework and other things like upcoming events we need to study for maybe like a midterm (many students said similar things)
- we should do more stuff with fingerprints and using technology to find "Suspects of a crime"
- We can try to use technology by doing some labs that would be hard because of lack of materials, lack of time, etc. on the chromebooks.

*8. What tools that are not presently available, would help to achieve district objectives?*

At this point in time, I cannot think of any tools that I need that I do not have access to.

*9. 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.)*

My honors chemistry students are currently learning about chemical reactions and we have spent the last week investigating the law of conservation of matter and different types of chemical reactions.

I think I am going to try to use Glogster or maybe some other tool to have the students pick a topic of interest and then find some chemistry aspect to that topic and create a page to show what they discovered. For example, if a student is interested in nail polish, maybe she can look into no-chip manicures and learn about the technology/chemical reaction that causes this type of polish to be chip resistant. This would be a project over a few days and I would meet with each

student to help them customize their page to reflect their interest and also impart some chemistry tidbits to the class. To add a global aspect to it, I would like to ask them to research another area in the world that uses the same chemical and for what process. Many times different parts of the world use the same substances for very different needs. The students can each do a few minute presentation of their findings and show off their Glogsters to the class.

Evaluation: Overall I was impressed with the concepts the students chose to explore. In the future, I would like to make this a longer term project and further explore the global aspect.

I think they did an excellent job with the following:

- Using various presentation tools (Prezi, GoogleDraw, Glogster)
- Being creative
- Generating eye-catching/engaging presentations

I think they struggled with the following:

- Paraphrasing and not just copy/pasting information
- The global part of the project (I need to clarify and really emphasize this in the future)
- Talking to the audience/using the visual as an aide and vs. reading off the Glogster while facing the board
- Answering questions
- Researching properly (need to educate them on digital literacy and using Google more effectively)

*Here is a link to a few of the projects that were well done:*

[https://docs.google.com/a/student.leyden212.org/presentation/d/1vAMrC1uTbdjMgTjf\\_e4qwdC9Lu5DmdgsQEfZsG7Myh0/edit#slide=id.g41534150f\\_25](https://docs.google.com/a/student.leyden212.org/presentation/d/1vAMrC1uTbdjMgTjf_e4qwdC9Lu5DmdgsQEfZsG7Myh0/edit#slide=id.g41534150f_25)

<https://prezi.com/zbbgsutu4zru/why-do-onions-make-us-cry/>