



# Digital Tools: Engaging Students with Compelling Classroom Content

Category: Technology Integration

## Workshop Overview

Following is a general overview of this workshop, including desired participant outcomes, an explanation of the workshop’s alignment with the Learning Forward Standards for Professional Learning, and resources that are included in print and electronic form.

**Duration:** Full workshop – 3 hours

### Desired Outcomes:

Participants will...

- Identify ways teachers can use digital tools to engage students and motivate learning.
- Design developmentally appropriate learner-centered strategies integrating digital tools to support diverse student needs.
- Understand how digital text, images, videos, audio, and music can be used to enhance instruction, add interest, and personalize content.
- Differentiate instruction using web-based videos and interactive tutorials for student learning.
- Explore several online digital tools for classroom instruction.

### Learning Forward Standards for Professional Learning:

- **Learning Communities:** Professional learning that increases educator effectiveness and results for all students occurs within learning communities committed to continuous improvement, collective responsibility, and goal alignment.
- **Resources:** Professional learning that increases educator effectiveness and results for all students requires prioritizing, monitoring, and coordinating resources for educator learning.
- **Outcomes:** Professional learning that increases educator effectiveness and results for all students aligns its outcomes with educator performance and student curriculum standards.
- **Implementation:** Professional learning that increases educator effectiveness and results for all students applies research on change and sustains support for implementation of professional learning for long-term change.

### Resources in this Binder:

- Attendee Handouts:
  - Workshop Agenda
  - Attendee Notes
  - Resources
  - 3-2-1 Evaluation Form
  - Certificate of Completion
- “Think About It” Exercise
- Ready, Set, Go Planning Activity



### Video Clips:

- “Meet Creative Commons” by CC Qatar (2012): [www.youtube.com/watch?v=P1j0OA9N4hs](http://www.youtube.com/watch?v=P1j0OA9N4hs)
- “The Flipped Classroom at Warren Township High School” filmed by CBS and posted by FlippedClass.com (2014): [www.youtube.com/watch?v=mYICf4WbLJg](http://www.youtube.com/watch?v=mYICf4WbLJg)

## Topic Outline

Understanding the general flow of topics to be covered is an important part of giving a strong presentation. This allows the presenter(s) to lead effective group discussions and speak extemporaneously. Following are the main topics covered in this PowerPoint presentation. As you prepare to give the workshop, you may want to refer to this page often.



### Main Topics:

1. Start with the End in Mind
2. Blended Learning
3. Digital Storytelling

### Subtopics:

#### 1. Start with the End in Mind

- a. Backward Design
  - Universal Design
  - Digital Text
  - Pictures
  - Video

#### 2. Blended Learning

- a. The Flipped Classroom

#### 3. Digital Storytelling

- a. Benefits of Digital Storytelling
- b. Tools to Create Digital Storybooks

## Presentation Outline



This outline is designed for you to see the PowerPoint presentation at a glance. Note that slide numbers and the approximate amount of time needed per slide are shown in the right two columns. **The times in bold print show the approximate total time needed for that topic, while non-bold print times show the approximate amount of time an activity will take within that topic.** You might consider keeping this page within reach during the presentation.

Section of Presentation	Slide #	Timing (mins)
<b>Getting Started</b>		
<ul style="list-style-type: none"> <li>• Introduce self, co-teacher, participants.</li> <li>• Cover learning objectives and outline the workshop agenda.</li> <li>• Review the driving question, addressing the pre-assigned readings.</li> </ul>	1-4	5
<b>Activity</b> – Using the Internet for Teaching and Learning	5	10
<b>Part 1: Start with the End in Mind</b>	<b>6-23</b>	<b>105</b>
<b>Activity</b> – How to Make Digital Text More Readable (Readability)	11	(10)
<b>Activity</b> – How to Make Digital Content More Accessible (NaturalReader)	12	(10)
<b>Activity</b> – How to Reinforce Meaning by Adding an Image (Google Images)	15	(10)
<b>Video Clip</b> – Meet Creative Commons (Creative Commons Media)	16	(8)
<b>Discussion</b> – Copyright		
Break		
<b>Activity</b> – How to Reinforce Meaning by Editing an Image (Pixlr Editor)	18	(26)
<b>Activity</b> – Sites with Educational Videos	21	(10)
<b>Activity</b> – How to Make YouTube Videos More Accessible (SafeShare.tv)	22	(10)
<b>Activity</b> – How to Download YouTube or Vimeo Creative Commons Videos	23	(10)
<b>Part 2: Blended Learning</b>	<b>24-28</b>	<b>15</b>
<b>Video Clip</b> – The Flipped Classroom at Warren Township High School	27	(3)
<b>Discussion</b> – Things You Should Know About Flipped Classrooms	28	(5)
<b>Part 3: Digital Storytelling</b>	<b>29-34</b>	<b>35</b>
<b>Discussion</b> – Benefits of Digital Storytelling	31	(10)
<b>Activity</b> – How to Create a Digital Storybook	32	(15)
<b>Activity</b> – Explore Tools to Create Digital Storybooks	34	(5)

<b>Closing Remarks</b>	<b>35-37</b>	<b>10</b>
<b>Activity</b> – Life Without Digital Resources?	36-37	(10)
Total of 3 hours (not including breaks)		

**Helpful Tip! This workshop can be broken up into shorter sessions so that you can adapt the presentation according to your time constraints. Spread the workshop out over three days for a more focused discussion about the topics or if you'd like to dedicate more time to the activities. For example:**

- Day 1: Introduction plus Part 1**
- Day 2: Part 2**
- Day 3: Part 3 plus Closing Remarks**





Slide 7


**PDXPERT** START WITH THE END IN MIND

### Backward Design

Starting with the end in mind is called “Backward Design.” The process has three stages:

- Stage 1:** Identify desired results.
- Stage 2:** Determine acceptable evidence.
- Stage 3:** Plan learning experiences and instruction.

Grant Wiggins and Jay McTighe (2005)



*“Start with the End in Mind” refers to a particular approach to curriculum and instruction known as “Backward Design.” According to Wiggins & McTighe (2005), Backward Design involves teaching for understanding so that students can make sense of what they learn. It involves curriculum planning aligned with standards and assessing student learning to determine if students have met the learning goals.*

*Wiggins and McTighe go on to say that Backward Design begins with the end in mind. You must set learning goals to guide your teaching and specify exactly what you want your students to know by the time they complete the lesson.*

*You can achieve these goals by:*

- *Laying “out the most effective ways of achieving specific results”;*
- *Providing multiple ways to access that curriculum to promote understanding and engagement; and*
- *Carrying out several formative assessments along the way to ensure all students are on track to meet the desired instructional goals. (Wiggins & McTighe, 2005, p. 14)*

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## Slide 10



**PDXPERT** START WITH THE END IN MIND

## Making Text More Accessible

**Digital Text**

- Readability
- Text-to-Speech

THE MASTER TEACHER

*Providing multiple modes of access to the curriculum gives students many more options for accessing that curriculum.*

*Take print materials for example. Giving students access to curriculum content solely in printed form limits what students can do if they are struggling readers, English language learners with limited reading proficiency, visually challenged, or physically unable to turn a page. On the other hand, if you give students an article in digital format, they can access its content in multiple ways.*

Ask participants to list the ways digital text can be manipulated to address different learning needs or styles. Below are a few examples if they get stumped.

*With digital text, students can:*

- *Use text-to-speech to hear the text read aloud.*
- *Grow the size of text to make it bigger.*
- *Change text color or underline parts to show important points for enhanced readability.*
- *Use highlighters to underscore important points and jog their memory.*
- *Print a copy for reading offline.*
- *Take notes (and not lose those notes).*
- *Select words they don't understand and go to the Internet for dictionary definitions.*
- *Do Internet searches for more information on related topics of interest to them.*
- *Select text for re-use in other applications.*

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## Slide 12



**PDXPERT** START WITH THE END IN MIND

**Install and Use NaturalReader (Text-to-Speech)**

- Go to [www.naturalreaders.com/index.html](http://www.naturalreaders.com/index.html)
- **Download** and **install** NaturalReader.
- Launch the application, then click the **Floating bar** button.
- **Locate an article on the web** that you want to hear read aloud.
- **Select some text**, then click the **play** button in the NaturalReader floating bar.
- Listen to the text read aloud.

**ACTIVITY: How to Make Digital Text More Accessible**

**Activity: How to Make Digital Content More Accessible (NaturalReader)**

Allow 10 minutes for this activity.

**Preparation:** Participants will be exploring NaturalReader as a resource to make text more accessible.

- Visit [www.naturalreaders.com/index.html](http://www.naturalreaders.com/index.html)
- Download and install NaturalReader.

Note: Text-to-Speech is already built into the Macintosh operating system. There is no need to install NaturalReader. Visit [www.wikihow.com/Activate-Text-to-Speech-in-Mac-Osx](http://www.wikihow.com/Activate-Text-to-Speech-in-Mac-Osx) for instructions. Ignore the third method suggested.

*Text-to-Speech provides audio access to digital text, allowing students to listen to the text if they want to hear it read aloud. I use the tool to help me revise my written work. When I hear my work read aloud, I catch repeated words, missing words, improper punctuation, and more.*

*Struggling readers and English language learners can access curriculum that may be too difficult for them to read, but not too difficult for them to understand if read aloud. They can also follow along as the text is read to improve word recognition and reading fluency. The NaturalReader tool works with Microsoft Word files, epub e-books, PDF files, webpages, and more.*

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## “Think About It” Exercise

Have staff complete this exercise to begin implementing what they learned during the workshop. Distribute this document to staff by attaching the file to the Next Day Follow-Up Email, or make copies for the staff.



1. What aspect of the workshop did you find most worthwhile professionally?

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2. List two technology integration strategies that you frequently use in your classroom. What student learning successes have you had with these strategies?

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3. How do you see yourself using the information from the workshop to support student learning?

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