



## Web Tool and Hands-On Activities/Assignment List

### 1 – About Basics: Shortcuts to Make Teachers More Productive

*MS Office keyboard shortcuts & Online Bookmarking of Favorite Websites*

1. Open any Word document or PowerPoint file, try out the shortcuts we have shown you, and create something that shows you have used some of the formatting shortcuts.
2. Capture a screen shot (using the Print Screen shortcut), paste it into your portfolio, and write some reflections on at least three other shortcuts you used. Reflect on how this helps increase your productivity.
3. Create your own Delicious page; add at least 5 bookmarks with at least three tags per bookmark. Copy and paste the URL to your delicious page in the portfolio. Take a screen shot of your page and reflect on how Delicious will help you be more productive.
4. As you learn about new tools from this point forward make sure to bookmark them in Delicious

### 2 - Face of Your Classroom: Creating an Online Presence

*Classroom Management System: Moodle; Personalized web pages: Weebly, Pageflakes, Google Sites; Blogs: EduBlogs, Blogger, Blogmeister. Live Journal; Wikis: Wikispaces, PBWorks*

1. Create your own web presence using one of the tools or one of your own choosing.
2. Include at least three web pages, text, images, documents and web-links. You may want to use your site as a means to demonstrate some of the things you have learned from this 21 Things course.
3. Include the URL to your site and a reflection about the ways you could use a web page creator to create a web presence.
4. Capture a screen shot of your page(s) to include in the portfolio.

*Note: If you already have an online presence, you must update it by adding new pages, text, images, documents & web-links to fulfill the requirements of this thing.*

### 3 - Collaboration Tools: Cloud Computing with Google Docs

*Find & use a Google Template and creating a new document for collaboration*

1. Open a Google Account.
2. Create a new document using one of the Google Templates. Capture a screen shot (using Print-screen) and paste into your portfolio. Include some reflections on how you see Google Documents templates making you more productive in the classroom.
3. Create a new document using a Google Docs application of your choice – i.e. text, spreadsheet, presentation or form. Make use of 3-4 formatting items of your choice, and invite a colleague, or classmate to collaborate by making some edits to the chosen Google Doc. Capture a screen shot (using Print-screen) and paste into your portfolio. Include some reflections on how you see Google Documents applications making your more productive.
- 4. Optional:** Complete Activities 1-3 using Buzzword.



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### 4 – Communication Tools: Beyond the Walls

Talk online with Skype **OR** participate in BackChannel Chat

#### Skype Assignment:

1. Watch the Skype tutorial, then download Skype and create a userid. Check with your school tech department to find out if access is blocked in your district. You may need to do this assignment on your home computer.
2. Once you have installed it and created your username, (you do not need to sign up for a paid account), send a message via Skype to your instructor.
3. Use Skype to call and talk with a friend or family member.
4. Optional Fun – you can set up a group chat in Skype.
5. Write a reflection in your portfolio about how (if you have classroom access) this could be used in your content area to bring in 'experts' to talk with your class.
6. \*Take a screenshot of one of your Skype connections, and also include your Skype username for the portfolio.

**OR**

#### BackChannel Chat Assignment:

1. Participate in a live backchannel chat session. Suggestions: you can attend the virtual "21things" session for this activity, the instructors will post a link to use; participate in a note-taking session with other educators at a conference; hold one with your classroom participating; hold one during a staff meeting, or your own creative use.
2. Be sure to take a screenshot of your participation and paste into your portfolio.
3. After participating, write a reflection about how this could be used in an educational setting, such as staff meetings, the classroom, or conferences. Are there some directions or ground rules you think would be needed to make this beneficial? How might this be used with your students as an 'effective' teaching strategy?

### 5 - Content Area Tools: Technology Integration

Thinkfinity & M.O.R.E.

1. Visit Thinkfinity and M.O.R.E.
2. Choose at least two activities from Thinkfinity or M.O.R.E. or from the Additional Resources below.
3. For the portfolio assignment, write a short synopsis of the activity and how you are going to use it within your lesson and be sure to include the hyperlink to the two activities from that web that you are using.

### 6 - Differentiated Instruction & Diverse Learning: Learning Environments for Multiple Learning Styles and Levels

UDL, LearnPort, NetTrekker, VoxMe

1. **Differentiated Learning Assignment** - As you read through the key elements which guide differentiation, jot down some notes of things you already do in your teaching which meet these elements of differentiated instruction. List or write a few paragraphs about these in your portfolio.

2. **Diverse Learning Assignment** - visit the *Using Technology to Support Diverse Learners* site and click on and explore one of the spotlights or the Tech Tips Areas (Digital Text, Audio, Digital Enhancement, Software, Visual, Curricular Supports). Your task is to discover something which will be very helpful to support a struggling learner in your classroom and describe it and how you feel it will help.

3. **Universal Design for Learning Assignment** - There are **two options** for this part. **Choose either Part A or Part B.**

Part A. Create an account in Learnport (specific to Michigan educators) to access NetTrekker and set up your



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profile. Use the readability tool to determine the appropriateness of the selection, or to locate materials at three different reading levels. Capture a screen shot and write a reflection in your portfolio.

**OR**

Part B. Visit the Universal Design for Learning: Strategies, Tools, and Resources (wiki) and on the left navigation pane locate a content area resource for your classroom and write a reflection on it in your portfolio.

4. **Text-to-Audio Conversion Assignment** - Using vozMe or another FREE text to speech converter, make a text to audio recording. Capture a screenshot while you are creating the audio recording. Write a reflection on how this tool could help the students in your classroom.

### 7 - Digital Citizenship: Ethics, Evaluation, Internet Safety and Acceptable Use

*Digital Citizenship, Acceptable Use, Critical Evaluation, Bogus/Hoax sites, CyberSafety*

1. Select two websites from the bogus/hoax list. Critically review the two websites using the Joyce Valenza criteria at the BASIC (elementary) or ADVANCED (Secondary-CARRDSS) level. You may utilize a format similar to the sample shared by 21things4teachers graduate Shawn Worden-Smith or a paragraph that includes each aspect of the BASIC or CARRDSS system. Include critical evaluation of each web site, the web addresses, screen shots, and a reflection.

2. Write up a plan in your portfolio identifying 2 activities that you will use in your setting to help others learn about: cyber-bullying, personal information on the web, acceptable use of the Internet, and/or Netiquette.

### 8 - Visual Learning: Graphic Organizers and Word Clouds

*Bubbl.us, Glify, Wordle, Tagxedo*

1. Create your own Bubbl.us or Glify diagram. For a Glify diagram, you might consider including your creative commons copyright symbol. Take a screen shot and place it in your portfolio.
2. Create a word cloud using World or Tagxedo by pasting in the text from your reflection. Copy it and include it in the portfolio.
3. Write a paragraph on how these tools can be helpful in your setting and different ways you might use it with students and/or peers.

### 9 - Copyright & Creative Commons: Copyright!

*Copyright, Fair Use, Creative Commons*

1. After reading the information on the Official Copyright site and additional resources, create a 10 question copyright quiz for your students or fellow staff members. Once they have taken the quiz, summarize your findings on their understanding of the copyright law.

2. Go to the Creative Commons licensing site. You are going to copyright your Face of the Classroom web site (for an example check out the copyright on the bottom of the 21 Things site). Click on License. Then choose the permissions that are appropriate for your web site. Once you have completed the process of creating your license, copy the embed code and paste it at the bottom of your web site page. Please include a screen shot of your Creative Commons License.





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### 10 - Digital Images: Sources for Storing, Sharing and Editing Images

*FotoFlexr, Picnik, Picasa and more*

1. Use one of the digital photo editing applications to upload an educationally appropriate photo. Edit the photo in the application and/or apply effects to it. If you are not uploading your own photos, check out the links in "Additional Resources" below for copyright and royalty free images you can download to your computer and use for this activity.
2. Upload an image to a public photo-sharing site (e.g. Picasa, Flickr, PhotoBucket, PhotoGallery and Snapfish) and provide the link to the photo in your portfolio.

### 11 - Presentation Tools: *Prezi, Glogster, ZoomIt*

1. Create a Presentation in Prezi for a content area you will be teaching next month. Focus on the main idea that you want the students to learn.
  - a. Identify the curriculum standard you will be meeting and put that in a text box.
  - b. Insert at least one image.
  - c. Set your Prezi to "public" so it will be viewable by others.
  - d. Take a screen shot of a zoomed out view of your Prezi, save it and put the screen shot and the URL in your portfolio.
  - e. Write a reflection - 1) compare and contrast Prezi to PowerPoint; or 2) how you can use it with students in your classroom, what projects they might be able to do with it; or 3) how this presentation tool can help your students process some content which they have difficulty learning.
2. Open a document or web site with content you will be using for teaching something. Zoom-in on part of it and take a screen shot. Paste this into the portfolio along with your explanation of how this might help some of your diverse learners.

### 12 -Evaluation and Assessment Tools

*Google Forms, Rubistar, Data Tools, FERPA/HIPAA*

1. Create an online educational survey/quiz with Google Forms that includes at least 5 questions. Survey at least 5 teachers/students and view the results on screen. Capture a screen shot of the Google Form results and record your reflections on this tool's educational uses in your portfolio.
2. Create a rubric using Rubistar for use in a classroom activity/lesson. Use the rubric, describe the lesson you are using it with, and how it will help you assess student work. Capture a screen shot of your rubric for your portfolio and record your reflections on how you will use in your classroom.
3. After reviewing the Data Tools PowerPoint(s), reflect on the data tools available in your district. Explain how teachers can use data warehousing, student information systems, course management systems, or online infrastructure systems to inform instruction. Include why FERPA/HIPAA is important. Record your reflections in your portfolio.



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### 13 - Online Interactive Learning Tools: Engaging Students in Online Learning

*Quizlet, Google Earth, Google Maps*

1. Open Google Earth. Type your address in the "Fly to" area and locate your house. Or go to Google Maps and type in your address in the search box and then click on Search Maps. Take a screen shot and paste it into your portfolio.
2. Locate your house or a place you would like to visit and placemark it. Take a screen shot showing that you have created the Placemark(s)
3. Create a set of flashcards in Quizlet and have your students use them. Record your reflections of how you used this tool or plan to use in the future.
4. Optional assignment: Create a Google lit trip and post a link to it on your web site.

### 14 - Productivity Tools: Web Tools to Improve Your Performance

*ZamZar, Google Calendar*

1. Take a Word document and convert to .pdf format or select another file format and convert. Capture a screen shot and record your reflections about how this will influence your classroom instruction.
2. Create and share a Google Calendar for your classroom. Reflect on how this could improve communication with students, colleagues, or parents.

### 15 - Staying Informed: Personalize Your View to the World

*RSS, iGoogle, Netvibes*

1. Select one of the RSS aggregators above and create an account.
2. Navigate to three of your favorite sites which could include: blogs, news sites, and/or podcasts. Select those that you want to subscribe to and add them to your RSS aggregator.
3. Capture screen shots of your RSS aggregator page, showing some of the feeds you subscribed to, and write a reflection for your portfolio about how this can be a useful resource for teaching and learning.

### 16 - Research and Reference Tools: Educational Databases, Evaluation and Citation Tools

1. Evaluate the basic student MEL Educational Databases using the steps outlined below.
  - 1a. Select one of the following pairs of databases recommended for student research.
    - \*e-Library Elementary and Kids InfoBits (Elementary level)
    - \*InfoTrac Junior Edition and InfoTrac Student Edition (Middle/High School level)
    - \*SIRS Discoverer Deluxe and SIRS Renaissance (Middle/High School level)
  - 1b. Compare/contrast the 1) appropriateness, 2) usability, 3) content, and 4) credibility for use within the classroom.
  - 1c. Capture a screen shot of one of the databases, and include your compare/contrast analysis in the reflection for your portfolio.



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2. Select one of the advanced MEL Educational Databases  
\*Academic One File, General One File, or General Reference Center Gold
  - 2a. Compare/contrast the 1) appropriateness, 2) usability, 3) content, and 4) credibility for use within the classroom.
  - 2b. Capture a screen shot of one of the databases, and include your analysis in the reflection for your portfolio.
3. Using the MEL databases, create citations.  
Work Cited - 1: Complete a search for an educational topic. Create a citation for the web address using the citation tools within MEL, in either MLA or APA format. Copy and paste a screen shot and the citation into the reflection of your Portfolio.
5. Using other FREE Citation Makers, create citations.  
Work Cited - 2: Complete a search for an educational topic. Select one of the FREE citation makers (Ex: BibMe, LandMark Citation Machine, etc.) and create a citation for a book or journal/magazine article. Capture a screen shot of the citation tool you selected, and copy/paste the citation into the reflection of your Portfolio.

### **17 - Professional Learning Networks: Engaging in Professional Growth and Leadership**

*Michigan LearnPort, Twitter, MACUL Space, Professional organizations*

1. Go to LearnPort and register for a free account. Check out the courses and other resources available to you. Capture a screen shot and create a reflection for your portfolio.
2. Sign up for a social networking site, such as Twitter or Facebook. Describe the purpose and pros/cons of using these sites inside and outside the classroom.
3. Research and join the MACULspace.
4. Research at least one professional organization in technology and media. In your portfolio, describe the purpose, cost and benefit of membership within the organization. Explain the unique skills and abilities you could contribute to the organization.

### **18 - Virtual Classroom:**

*Online Learning guidelines, Video Conferencing, TWICE/CAPSpace, Skype, Adobe Connect, Elluminate, WebEx, Adobe ConnectNow, Navigating The Land of Online Learning,*

1. Create a plan on how you can extend your classroom. Explain how this would improve teaching and learning, how you can help meet the NETS-S for your students.
2. Choose the student role in *Navigating the Land of Online Learning*. After looking at the student requirements, summarize what is necessary to be successful as an online student.

### **19 - Digital Story Telling:**

*Using Photo Story 3, Windows Live Movie Maker, or iMovie*

1. Create a storyboard for your project. Include a screenshot or copy with your portfolio.
2. Choose one of the resources listed to create a short 2-3 minute video that includes title, content, transitions and music. Post to your Face of the Classroom site; provide the URL in your portfolio.



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3. Write about two ways digital storytelling can be used in your classroom or educational setting to help meet multiple means of expression.
4. Include some feedback from a student or a peer about your project and what suggestions for improvement were recommended in your reflection.

### **20 - Online Video & Audio Resources: Safe and Educational Sources for Digital Video & Audio**

*Discovery United Streaming, Learn360, School Tube, Teacher Tube; iTunes, iTunesU, Podcasting*

Explore the online video resources available to you. For your portfolio, capture a screen shot of one of your video sources. For the reflection portion of your portfolio address the following:

1. Describe how you could integrate online video and audio resources into your classroom instruction.
2. Explain the features of one of the tools listed above.
3. Compare/contrast the strengths and weaknesses of the video resources compared to audio resources in your reflection.
4. Submit your reflection as part of your portfolio.

### **21 - Flipping Your Classroom: Creative Tutorials so Homework Can Be Done in Class**

*Jing, Screencast-o-matic*

1. Check out this Flipped Classroom wiki to get an overview of how the "Flipped Classroom" model is being adopted by school districts such as Woodland Park High School in Colorado. The TED talk gives the history of the idea; skim through it when you have time. The short "Flipped Classroom" video and the Slide Share presentation will give you a feel for a Flipped Classroom model. There are many additional resources on the page you can explore as well and perhaps bookmark in your delicious or diigo site.
2. Decide on a quick lesson (remember 5 minute limit) that you will record from your computer screen. This might be something in your content area which students have trouble remembering how to do, steps in a math problem, how to do something with an application such as Word, how to use the web to create citations. Use something you found on Thinkfinity, or in Interactive sites. You want to create something that will be a useful tutorial for your classroom or setting. Record it in Jing or Screencast-o-matic.
2. Send the link, or show your screencast to a peer or student to get some feedback.
3. Put the URL in the portfolio and write a reflection about the process, the feedback you received, and other tutorials you might be thinking of creating now that you have done one. Also reflect on what you think the challenges and possibilities might be for "flipping" your classroom.
4. Optional: Post your video to your Face of the Classroom site.

