Name: Dorenda Davis

Introduction

This outline for an instructional design package is developed for an Instructional Integration course at a private independent school in The Bahamas. Utilizing the ADDIE instructional model, an analysis indicated that there was a need to implement a training program for teachers. The training program (Mandatory and Popular Apps & Integrating Computer Technology) would give them the opportunity to become more familiar with the mandatory and popular applications used by the school as well as to develop ways to successfully integrate computer technology in their teaching.

Analysis

This instructional design package is developed for a private, independent school in The Bahamas which is a fully accredited K-12 International Baccalaureate (IB) school. There are approximately 350 students and about 60 teachers. As one of the few fully accredited IB schools in the region, the goal of the school is to be a leader of technology in education. The school is technology-rich with a one to one laptop use for students in most grade levels. There are many other resources for instructional use including iPads, iPods, digital and video cameras and interactive whiteboards in each class. A part of the school's action plan is to increase the use of technology for instruction. In order to do that, the elementary school has moved away from teaching Information Communications Technology (ICT) as a class and to focus on technology integration.

Following a completely integrated model means that all classroom and specialists teachers are expected to integrate technology into their teaching. Integrated technology is technology that supports and enhances the achievement of specific

teaching and learning goals (Johnston & Barker, 2002, p. 141). The successful integration of technology requires teachers to first have the computer and technology related skills, students need to have a level of skills with the technology, then teachers need to devise ways to use technology to engage the students with content and encourage them to utilize the technology to become self-directed learners.

The move from ICT class (and a dedicated ICT computer teacher), to technology integration in teaching, saw a marked decrease in the technology skills demonstrated by students as well as a decrease in the lessons designed with a technology rich focus. Using the Analyze, Design, Develop, Implement, Evaluate (ADDIE) model of instructional design, the performance of teachers was analyzed and the findings are charted (see appendix).

The performance assessment indicates that the problem is that many teachers lack the level of computer and technology skills necessary to integrate technology into their teaching (see specific performance gaps in Appendix). This lack of skills further limits teachers in guiding students in becoming self-directed in this area. There are several reasons for this lack of skills in technology skills and integration.

1. Many teachers at the Elementary level of the school are seasoned teachers who received their teacher training quite a few years ago. There were no mandatory introductory computer courses when many teachers were trained. Therefore, many teachers never received formal training in computer use and integration.
2. Professional development is truncated. When new applications are introduced in the school, the professional development provided is focused on the use of the

new tool or application rather than a clear connection between existing computer use and its relation to the new application.

3. Professional development time is limited. New teachers are provided a two day training on all of the applications utilized by the school. There is no needs analysis conducted to find out what existing teachers need training in. The technology department provides the training that it deems fit without input from faculty.
4. Professional development content is overwhelming. As the time for training is short (only a day or two), the content to be learnt is overwhelming for most teachers. So, there is little time to digest presented material and to seek help for clarity during those sessions.
5. Professional development is insufficient. Training sessions in computer technology for existing staff happen at the beginning of the school year and is usually only one day.

The purpose of this training program is to present effective strategies for improving teacher computer and related technological skills at a private, independent school in The Bahamas. Adult learners are more engaged when the learning is more meaningful for them (Pappas, 2014). Teachers at the private, independent school recognize the relevancy in technology integration as it is mandated by administration. Successful integration is also evaluated in their yearly performance evaluations.

There are two main goals for teachers in the training program:

1. Demonstrate competence in computer applications.
2. Generate computer technology integrated lessons in all curricular subjects.

The participants for the training will be the twenty-six teachers evaluated in the performance assessment from the early learning and elementary school levels of the private independent school in The Bahamas. These teachers comprise classroom teachers and specialist teachers in the areas of foreign languages, art, physical education and music. About seventy five percent of the group is female with an average age of about thirty-five. All of the teachers have a minimum of a Bachelor's Degree in education or a related field. As the school is an international school, the teachers are from many countries around the world, therefore, the group's participants are diverse culturally, coming from at least eight different countries. English is the first language of about ninety percent of the participants with Spanish and French being the first language of the other participants. All participants are fluent in English. All participants within the group have been teaching in their field for at least three years.

Using online instruction to provide training for teachers is an appropriate method as teachers already have access to the hardware requirements, software and basic skills to successfully complete online training. Computers and related technology (iPads, programming kits, digital cameras, digital microscopes, printers, drawing tablets) is an integral part of communication, collaboration, instruction and evaluation at the school, as all teachers are assigned individual laptops and are trained in its basic use as well as in beginner level mandatory and popular computer and technology applications. The school has fiber optic network connection using Wi-Fi, so the connection to the Internet is fast and stable. The flexible nature of an online course makes it convenient for busy teachers to complete coursework and access course material as they are able to work at anytime from anywhere on campus and to work at

their own pace. Teachers can work in peers during department meetings or during individual planning times through the day or at the end of day.

Administration strongly encourages the use of online tutorials and webinars as a form of professional development, and all teachers have participated in some form of online training or collaboration and are comfortable in the online environment. The school also uses a Learning Management System for course management, grade storage and calculation and report cards. Administration expects that staff should be able to do the following:

1. Have intermediate level skills in school Google for Education Apps (email, Google Apps including Docs, Sheets and Slides), School Learning Management System software
2. Have intermediate level skills in with common popular applications such as word processors, spreadsheets, presentation software, internet and the world wide web, and other web 2.0 tools including wikis and blogs, movie making applications, photo editing software and other formative and interactive software.
3. Create student-centered integrated lessons using the technology related tools and applications mentioned above.

Design

Design Brief

The purpose of this training program is to present effective strategies for teacher engagement with computer technology at a private, independent school in The Bahamas. Adult learners are more engaged when the learning is more meaningful for them (Pappas, 2014). Teachers at the private, independent school recognize the relevancy in technology integration as it is mandated by administration. Successful integration is also evaluated in their yearly performance evaluations.

Task Inventory

There are two main goals of the training program. Each goal requires essential items that the students need to complete in order to guide them in the successful achievement of the identified goals.

Goal 1: Demonstrate intermediate level competence in computer technology applications.

Competence should be clearly demonstrated with the completion of the following tasks as indicated in the outline below.

Competence in school mandated Apps	*Google Apps for Education*	**Email**	**Forward and copy email**	
			Add email attachments	Prerequisite Knowledge and skills (Intro to email)
		Word processing software	**Find and replace**	
			Organize toolbars	
			Utilize spelling & grammar	Prerequisite Knowledge and skills (Intro to word processing)
		Spreadsheet software	**Perform simple calculations**	
			Insert/delete rows/columns	
			Sort data	
			Format data	
			Edit text & values	
			Create graphs and charts	Prerequisite Knowledge and

				skills (Intro to spreadsheets)
		Presentation software		
			Animate slides	
			Organize slideshow	
			Insert audio files	
			Embed videos	
			Manage timing	Prerequisite Knowledge and skills (Intro to presentations)
	Learning Management System (LMS).			
		Manipulate Grade book		
			Create grade book	
			Organize student info.	
			Calculate grades	
		Manipulate assessment feature		
			Create formative assessments	
			Distribute formative assessments	
Competence in Popular Apps				
	Internet & WWW			
		Identify components of a web address		
		Perform web searches		

	Assess search results	
	Download images/resources	
	Explain conventions of web design	
Use Wikis		
	Explain concept of wiki	
	Create a wiki	
	Populate a wiki	
Utilize blogs		
	Explain concept/uses of blogs	
	Create a blog	
	Populate a blog	
Utilize movie making software		
	Insert music & sounds	
	Insert transitions & timing	
Utilize photo editing software		
	Crop & resize photos	
	Enhance photos	
Utilize formative & interactive software		
	Identify formative & Summative software	
	Incorporate testing instruments	
	Explore assessment options	

Goal 2: Generate computer technology integrated lessons in all curricular subjects

Define technology integration **Integrate classroom technology**	Examine case studies where technology integration has been done in specific classroom environments Discuss various integration activities that can be done in various classroom settings. Analyze existing curriculum & select units for technology integration Demonstrate technology integrate	**Evaluate classroom technology integration with current technology use** **Assess a lesson with technology integration (SAMR Model & TPAK Framework)** **Identify units with ICT skills to be developed** **Identify ICT skills to be developed** **Match units with ICT tools that can be used to enhance unit**	Design lesson plans

		that integrate ICT skills Develop clear objectives for students Create an integrative lesson plan

Performance Objectives

Performance	Condition	Criteria
Communicate with numerous recipients via electronic mail (email)	Without help from technology specialists or experts in the applications.	Using email tools such as forward, copy and add attachments.
Create multiple page reports.	Within a few minutes of keyboarding the document.	Utilizing document formatting tools, find and replace features and spelling and grammar checker.
Generate accurate and detailed graphs from spreadsheet data.	Independently identify and correctly use the most appropriate graph given the purpose and audience.	Create various types of graphs from the same data.
Create interactive presentations	Utilize features suitable to hold students attention for at least five minutes in a number of different grade levels.	Insert multimedia features such as audio, video and timing.
Create and distribute formative assessments	Without help from academic technology team.	Utilize LMS built-in tools.
Create online content	Utilize free online tools and resources.	Create and edit blogs and wikis. Record, edit and upload video and audio to create a movie. Upload and edit photos

Test Items

Task	Objective	Test Item
Communicate with numerous recipients via electronic mail (email)	Communicate via email. Know how to forward and cc emails. Know how to add attachments.	Use the school's GMail, send a single email to a number of recipients with a photo attached.
Create a multiple page report about an attended seminar	Create multiple page report about a seminar attended.	Use Google docs to create a multiple page report with report style formatting that outlines sessions in tabular form. Use spelling and grammar checking to ensure that there are no spelling or grammatical errors.
Chart student performance in class keyboarding challenge.	Generate accurate and detailed graphs from spreadsheet data.	Document student accuracy and speed over six months based on results in the class typing app. Create appropriate charts to share with individual students and with the entire class. Utilize at least two different chart types.
Use presentation software to introduce a new topic.	Create interactive presentations	Create a presentation to introduce the water cycle to second grade students. Include relevant pictures explaining the various parts of the cycle and a catchy content based video.

Use tools within the LMS to create and distribute formative assessments.	Create and distribute formative assessments	Create a formative assessment for a grade level and subject of your choice within the LMS. The assessment should measure student understanding utilizing a number of assessment tools such as multiple choice, open response and matching.
Create online content to upload on class LMS page.	Create online content	Utilize free web tools to create unit resources for a chosen class LMS page. The resources should comprise of a wiki, a blog, a short movie and relevant pictures.

Development:

Instructional Goal 1 - Demonstrate intermediate level competence in computer technology applications.

Guided information about the who, what, when and how online learning is arranged and assessed (see the sample ADDIE writeup).

Mandatory/Popular Apps & Computer Technology Integration Training

Teacher Guidance

2015 - 2016

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Mandatory/Popular Apps & Computer Technology Integration Training

email Communication

LESSON PLAN

2015 - 2016

Motivation:

There are new teachers who believe that email and other means of online communication diminishes human interactions and they prefer to call or communicate face to face.

Overall Teaching Strategy/Activity: Lesson instruction will take the format of a flipped classroom method. Students will follow the edPuzzle created by the teacher as well as utilize class notes. Students will create email and share the same email with multiple recipients with attachments.
Inform participants that they will be expected to create an email that will drastically reduce the communication time between numerous parties and share an additional piece of information. This will all be based off of one email.

Pre-requisites:

Introduction to basic email.

LESSONS 1 & 2

Objectives:

- Communicate via email.
- Know how to forward and cc emails.
- Know how to add attachments

Content

Lesson content is outlined through an EdPuzzle video - see website

Introduction:

Outline the fact that email is the new way to communicate and has replaced snail mail and face to face communication.

Teacher prompts students to think about reasons that emails have grown so much in popularity.

Watch YouTube video about things to avoid during professional email communication.

Suggested Activities:
Students interact with a number of EDpuzzle video to complete the unit.

Guided Practice

1. Students will watch the EDPuzzle video about cc and bcc. Code to embed in website (<iframe width="359" height="340" src="https://edpuzzle.com/embed/media/571c01dfd558ce4f410ae5bf" frameborder="0" allowfullscreen></iframe>), Email link (https://edpuzzle.com/media/571c01dfd558ce4f410ae5bf)
2. The teacher in the video will prompt students as to reasons why email has become so popular.
3. Suggest two reasons why email has grown in popularity compared to snail mail and face to face communication
4. Students will watch the remainder of the EDpuzzle video about using cc and bcc.
5. Students will watch step-by-step YouTube tutorials on the following:

- Forwarding a message. (https://www.youtube.com/watch?v=LfFW1fhqLT8)
- More about cc and bcc. (https://www.youtube.com/watch?v=G0mfG0CGOVo)
- Sending eMail with attachments. (https://www.youtube.com/watch?v=HFdxjPWj1jM)

Independent Practice

1. Use your email account to open an email received from someone.
2. Forward the message you received to someone else.
3. Use your email account to create an email. Create the same email from the EDpuzzle email with the following details:
    a. Subject - test
    b. Recipient - anyone that you like
    c. Cc - another recipient
    d. Bcc - two other recipients
    e. Body - This is a test

4. Use your email account to send a message to multiple users by using a Cc address.
5. Add an attachment. Use your email account to send an email message with an attachment.

Feedback:

Return to the EdPuzzle video and watch the remaining video which asks participants to complete a post quiz about attachments, cc and bcc.

Provide feedback to students on the completion of the practice exercise.

Assessment:

Students will watch the video assessment by following this link (https://edpuzzle.com/media/571c0c7fd558ce4f410af679)
This is the embed code for the video
(<iframe width="470" height="402" src="https://edpuzzle.com/embed/media/571c0c7fd558ce4f410af679" frameborder="0" allowfullscreen></iframe>)

In the EdPuzzle video, give assessment based on the answers “If you answered ___ to the question about what bcc is, then you have mastered that feature of email”. If you have answered _____ to the question about what bcc is, then please go back and watch that short YouTube tutorial again before moving on”

Students will complete the online quiz by going to http://www.gcflearnfree.org/email101/quiz

Closure:

Students will read the handout on eMail 101 to wrap up about eMail and its features that make it the choice for communication for today’s needs.

Resources:

Computer, Google Browser, EDpuzzle videos, YouTube videos, handout on email101.

Mandatory/Popular Apps & Computer Technology Integration Training

Spreadsheets

LESSON PLANS

2015 - 2016

Motivation:

Charts and graphs make it easy to understand concepts and are great in decision-making. Not all charts are appropriate in representing all type of data and the type of chart chosen depends on the audience who will be reading the data as well as the data that is to be represented.

Overall Teaching Strategy/Activity: Lesson instruction will take the format of a flipped classroom method. Students will utilize a number of instructional videos created by the teacher as well as utilize a number of YouTube videos.
Inform participants that they will be using spreadsheets and data to chart student keyboarding progress.

Pre-requisites:

Familiarization with the spreadsheet environment, and entering simple data into cells.

LESSON 1

Objectives:

- Make simple calculations
- Know how to insert/delete rows/ columns; sort
- Know how to format data: font; color; number; text; etc
- Understand that a change to one cell impacts on another
- Know how to draw graphs and make charts

Content

Introduction

The power of spreadsheets can be appreciated in the speed in which they are able to perform calculations on data. The user can then represent that data in numerous ways using charts and graphs.

Teacher provides a handout that presents theoretical information on the concepts of formulas, modifying rows and columns and creating charts.

Theory

Using Formulas

Spreadsheets can be used to calculate numerical information. You can also learn the various ways you can use cell references to make working with formulas easier and more efficient.

A formula is an equation that performs a calculation. Like a calculator, spreadsheets can execute formulas that add, subtract, multiply, and divide.

One of the most useful features of spreadsheets is its ability to calculate using a cell address to represent the value in a cell. This is called using a cell reference.

In order to maximize the capabilities of spreadsheets, it is important to understand how to create simple formulas and use cell references.

Modifying rows and columns

When you open a new, blank workbook, the cells are set to a default size.You do have the ability to modify cells, and to insert and delete columns, rows, and cells, as needed. You can also change row height and column width; insert and delete rows and columns; wrap text in a cell; and merge cells.

Creating Charts

A chart is a tool you can use in Excel to communicate your data graphically. Charts allow your audience to see the meaning behind the numbers, and they make showing comparisons and trends a lot easier. In this lesson, you will learn how to insert charts and modify them so that they communicate information effectively.

Excel workbooks can contain a lot of data, and that data can often be difficult to interpret. For example, where are the highest and lowest values? Are the numbers increasing or decreasing?

The answers to questions like these can become much clearer when the data is represented as a chart. Excel has many different types of charts, so you can choose one that most effectively represents the data.

Students read through handout on the theories behind formulas, modifying rows and columns and creating charts.

Introduction:

Watch the following YouTube videos about spreadsheets

Suggested Activities:
Students interact with a number of YouTube videos, instructional videos, and EDpuzzle video to complete the unit. Students will also complete a number of independent mini units.

Guided Practice

- Lesson 1 - Watch YouTube: Simple Formulas.
- Lesson 2 - Watch YouTube: Modifying Cells, Rows, and Columns.
- Watch YouTube: Format Cells.
- Lesson 3 - Watch YouTube: Charts.

LESSON 2

In this lesson, you will create and edit spreadsheets and perform calculations on data using simple formulas.

1. *Review spreadsheet basics by watch the following video tutorials:*
    a. *Creating a New Spreadsheet*
    b. *Entering Spreadsheet data*
    c. *Making changes to data*
    d. *Performing calculations in spreadsheets*
2. *Complete the tutorial* Creating Simple Formulas.

Student:

Open a spreadsheet and complete the tutorials above, entering the information from the tutorials and making the changes indicated in the tutorial.

LESSON 3

In this lesson, you will learn how to recalculate data and make changes to rows and columns.

1. Watch the following video tutorials
    a. A closer look at functions
    b. Recalculating data
2. Complete the tutorial Modifying Columns, Rows, and Cells.

Student:

Open a spreadsheet and complete the tutorials above, entering the information from the tutorials and making the changes indicated in the tutorial.

LESSON 4

In this lesson, you will learn how to sort data in a spreadsheet.

1. Complete the tutorial Sorting Data.

Student:

Open a spreadsheet and complete the tutorials above, entering the information from the tutorials and making the changes indicated in the tutorial.

LESSON 5

In this lesson, you will learn how to format cells in a spreadsheet.

1. *Complete the tutorial* Formatting Cells.

Student:

Open a spreadsheet and complete the tutorials above, entering the information from the tutorials and making the changes indicated in the tutorial.

LESSON 6

In this lesson, you will learn how to create and customize charts.

1. Watch the following video tutorials:
    a. Creating a chart
    b. Customizing charts
    c. Selected data for charts

2. Complete the tutorial Working with Charts

3. Complete the EDpuzzle short interactive activity linked here https://edpuzzle.com/media/571c263bd558ce4f410b2bdc

(<iframe width="470" height="402" src="https://edpuzzle.com/embed/media/571c263bd558ce4f410b2bdc" frameborder="0" allowfullscreen></iframe>)

Student:

Open a spreadsheet and complete the tutorials above, entering the information from the tutorials and making the changes indicated in the tutorial.

Complete the EDpuzzle interactive video.

LESSON 7

In this lesson, you will learn complete a number of exercises that reinforce what you have learnt about spreadsheets.

Provide students with independent practice projects. See attached document to download

Students will have the following long term projects: Document student accuracy and speed over six months based on results in the class typing app. Create appropriate charts to share with individual students and with the entire class. Utilize at least two different chart types.

Feedback:

Provide written feedback to students on the completion of the practice exercises sent to the teacher.

Assessment:

Inform the student about their performance relative to the objective criteria. This will be completed using teacher notes in the LMS.

Closure: :Summarize and reinforce the overall concepts from the lesson. Provide focus on areas of most challenge for most students. This will be completed utilizing a Power Point presentation to be uploaded to the LMS.

Resources:

Computer, Google Browser, EDpuzzle videos, YouTube videos, handouts on spreadsheets.

Mandatory/Popular Apps & Computer Technology Integration Training

Presentations

LESSON PLAN

2015 - 2016

Motivation:

Presentations are useful tools for getting students engaged in lessons. Presentations that are engaging and interactive, using a variety of multimedia prove useful in holding the attention of viewers at all levels

Overall Teaching Strategy/Activity: Lesson instruction will take the format of a flipped classroom method. Students will utilize a number of instructional videos and lesson tutorials.

Create a presentation to introduce the water cycle to second grade students. Include relevant pictures explaining the various parts of the cycle and a catchy content based video.

Teacher

Inform students that presentation software has a variety of uses that can prove it a great tool for class instruction.

Inform students that they have the ability through the tools in presentation software to build their own YouTube style instructional video to suit their specific student needs

Pre-requisites:

Introduction to basic presentations.

LESSONS 1 & 2

Lesson Objectives:

1. Students will discuss intermediate level email concepts.
    a. Know how to animate presentations
    b. Know how to insert images and video
    c. Know how to insert audio
    d. Create interactive presentations

Content

Introduction - Class notes

In PowerPoint you can animate text and objects such as clip art, shapes, and pictures. Animation, or movement, on the slide can be used to draw the audience's attention to specific content or to make the slide easier to read.

You will learn how to add animation effects to text and objects and customize them.

Embedding Video

Videos are a great way to make your presentations more engaging for your audience. PowerPoint allows you to insert a video from a file on your computer or from a web site such as YouTube. You can even edit the video within PowerPoint and customize its appearance with a Video Style.

In this unit, you will learn how to insert a video, edit it, and format its appearance

Suggested Activities:

Students interact with a number of video tutorials complete the lesson.

Guided Practice

LESSON 3

Audio

In this lesson, you will learn how to insert sounds into a presentation.

You can insert audio files into your slideshow from your computer or Microsoft Clip Art files. You can also record your own audio to accompany your presentation.

PowerPoint allows you to add sound to your presentation, which opens up a lot of possibilities.

Add background music to one slide, a sound effect to another, and maybe even add some narration or commentary to a few slides. You can either add an audio file from your computer, or you can browse PowerPoint's collection of Clip Art Audio. You can then edit the sounds within PowerPoint so that they are tailored to your presentation.

1. Watch YouTube: Inserting Audio.
2. Complete the tutorial Inserting Audio.

LESSON 4

Animation

In this lesson, you will learn how to animate a presentation.

Animation, or movement, on the slide can be used to draw the audience's attention to specific content or to make the slide easier to read.

You will learn how to add animation effects to text and objects and customize them.

1. Watch YouTube: Animating Objects.
2. Complete the tutorial Animating Text and Objects.

LESSON 5

Embedding Video

In this lesson, you will learn how to insert a video, edit it, and format its appearance.

Videos are a great way to make your presentations more engaging for your audience. PowerPoint allows you to insert a video from a file on your computer or from a web site such as YouTube. You can even edit the video within PowerPoint and customize its appearance with a Video Style.

1. Watch YouTube: Inserting Videos.
2. Complete the tutorial Inserting Video

Independent Practice

Mini Project

1. Use PowerPoint to create a presentation to introduce the water cycle to second grade students.
2. Include relevant pictures explaining the various parts of the cycle.
3. Embed a catchy content based video.

Feedback:

Provide written feedback to students on the completion of the practice exercise.

Assessment:

Teacher

Informs each student about their performance relative to the objective criteria.

Student

Review teacher assessment comments.

Closure:

Summarize and reinforce the overall concepts from the lesson. Provide focus on areas of most challenge for most students. Use a PowerPoint to provide feedback.

Teacher

Provide summarization using a video with some clips from students powerpoints. Give clarifications on general mistakes and suggestions for improvements.

Student

Review video summary of findings.

Resources:

Computer, Google Browser, YouTube videos, PowerPoint application, video viewer application.

Mandatory/Popular Apps & Computer Technology Integration Training

Student Guidance

2015 - 2016

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email Communication

2015 - 2016

Motivation:

Some individuals believe that email and other means of online communication diminishes human interactions and they prefer to call or communicate face to face.

What are your perceptions now? We will see whether or not they change by the end of this unit.

You will be expected to create an email that will drastically reduce the communication time between numerous parties and share an additional piece of information. This will all be based off of one email.

Pre-requisites:

Introduction to basic email.

LESSONS 1 & 2

Objectives:

- Communicate via email.
- Know how to forward and cc emails.
- Know how to add attachments

Content

Lesson content is outlined through an EdPuzzle video - see website

Introduction:

Email is the new way to communicate and has replaced snail mail and face to face communication.

Why do you think that emails have grown so much in popularity.

Watch YouTube video about things to avoid during professional email communication.

Suggested Activities:

You will utilize a number of EDpuzzle videos to complete this unit.

Guided Practice

6. Watch the EDPuzzle video about cc and bcc. Code to embed in website (<iframe width="359" height="340" src="https://edpuzzle.com/embed/media/571c01dfd558ce4f410ae5bf" frameborder="0" allowfullscreen></iframe>), Email link (https://edpuzzle.com/media/571c01dfd558ce4f410ae5bf)
7. Answer the prompt in the video as to reasons why email has become so popular.
8. Suggest two reasons why email has grown in popularity compared to snail mail and face to face communication
9. Watch the remainder of the EDpuzzle video about using cc and bcc.
10. Watch step-by-step YouTube tutorials on the following:

- Forwarding a message. (https://www.youtube.com/watch?v=LfFW1fhqLT8)
- More about cc and bcc. (https://www.youtube.com/watch?v=G0mfG0CGOVo)
- Sending eMail with attachments. (https://www.youtube.com/watch?v=HFdxjPWj1jM)

Independent Practice

6. Use your email account to open an email received from someone.
7. Forward the message you received to someone else in your group.
8. Use your email account to create an email. Create the same email from the EDpuzzle email with the following details:
    a. Subject - test
    b. Recipient - anyone that you like
    c. Cc - another recipient
    d. Bcc - two other recipients
    e. Body - This is a test
9. Use your email account to send a message to multiple users by using a Cc address.
10. Add an attachment. Use your email account to send an email message with an attachment.

Followup:

Return to the EdPuzzle video and watch the remaining video which asks participants to complete a post quiz about attachments, cc and bcc.

Assessment:

Watch the video assessment by following this link (https://edpuzzle.com/media/571c0c7fd558ce4f410af679)
This is the embed code for the video
(<iframe width="470" height="402" src="https://edpuzzle.com/embed/media/571c0c7fd558ce4f410af679" frameborder="0" allowfullscreen></iframe>)

In the EdPuzzle video, give assessment based on the answers “If you answered ___ to the question about what bcc is, then you have mastered that feature of email”. If you have answered _____ to the question about what bcc is, then please go back and watch that short YouTube tutorial again before moving on”

Complete the online quiz by going to
http://www.gcflearnfree.org/email101/quiz

Closure:

Read the handout on eMail 101 to wrap up about eMail and its features that make it the choice for communication for today’s needs.

Evaluate your feelings about email at the end of this unit.

Resources:

Computer, Google Browser, EDpuzzle videos, YouTube videos, handout on email101.

Mandatory/Popular Apps & Computer Technology Integration Training

Spreadsheets

2015 - 2016

Motivation:

Charts and graphs make it easy to understand concepts and are great in decision making. Not all charts are appropriate in representing all type of data and the type of chart chosen depends on the audience who will be reading the data as well as the data that is to be represented.

You will utilize a number of instructional videos created by the teacher as well as utilize a number of YouTube videos. In your final project, you will be using spreadsheets and data to chart your student keyboarding progress.

Pre-requisites:

Familiarization with the spreadsheet environment, and entering simple data into cells.

LESSON 1

Objectives:

- Make simple calculations
- Know how to insert/delete rows/ columns; sort
- Know how to format data: font; color; number; text; etc
- Understand that a change to one cell impacts on another
- Know how to draw graphs and make charts

Introduction

Read through handout on the theories behind formulas, modifying rows and columns and creating charts.

The power of spreadsheets can be appreciated in the speed in which they are able to perform calculations on data. The user can then represent that data in numerous ways using charts and graphs.

Refer to the handout that presents theoretical information on the concepts of formulas, modifying rows and columns and creating charts.

Using Formulas

Spreadsheets can be used to calculate numerical information. You can also learn the various ways you can use cell references to make working with formulas easier and more efficient.

A formula is an equation that performs a calculation. Like a calculator, spreadsheets can execute formulas that add, subtract, multiply, and divide.

One of the most useful features of spreadsheets is its ability to calculate using a cell address to represent the value in a cell. This is called using a cell reference.

In order to maximize the capabilities of spreadsheets, it is important to understand how to create simple formulas and use cell references.

Modifying rows and columns

When you open a new, blank workbook, the cells are set to a default size.You do have the ability to modify cells, and to insert and delete columns, rows, and cells, as needed. You can also change row height and column width; insert and delete rows and columns; wrap text in a cell; and merge cells.

Creating Charts

A chart is a tool you can use in Excel to communicate your data graphically. Charts allow your audience to see the meaning behind the numbers, and they make showing comparisons and trends a lot easier. In this lesson, you will learn how to insert charts and modify them so that they communicate information effectively.

Excel workbooks can contain a lot of data, and that data can often be difficult to interpret. For example, where are the highest and lowest values? Are the numbers increasing or decreasing?

The answers to questions like these can become much clearer when the data is represented as a chart. Excel has many different types of charts, so you can choose one that most effectively represents the data.

Watch the following YouTube videos about spreadsheets

Guided Practice

- Lesson 1 - Watch YouTube: Simple Formulas.
- Lesson 2 - Watch YouTube: Modifying Cells, Rows, and Columns.
- Watch YouTube: Format Cells.
- Lesson 3 - Watch YouTube: Charts.

LESSON 2

In this lesson, you will create and edit spreadsheets and perform calculations on data using simple formulas.

3. *Review spreadsheet basics by watch the following video tutorials:*
    a. *Creating a New Spreadsheet*
    b. *Entering Spreadsheet data*
    c. *Making changes to data*
    d. *Performing calculations in spreadsheets*
4. *Complete the tutorial* Creating Simple Formulas.

Student:

Open a spreadsheet and complete the tutorials above, entering the information from the tutorials and making the changes indicated in the tutorial.

LESSON 3

In this lesson, you will learn how to recalculate data and make changes to rows and columns.

3. Watch the following video tutorials

a. A closer look at functions
b. Recalculating data

4. Complete the tutorial Modifying Columns, Rows, and Cells.

Student:

Open a spreadsheet and complete the tutorials above, entering the information from the tutorials and making the changes indicated in the tutorial.

LESSON 4

In this lesson, you will learn how to sort data in a spreadsheet.

2. Complete the tutorial Sorting Data.

Student:

Open a spreadsheet and complete the tutorials above, entering the information from the tutorials and making the changes indicated in the tutorial.

LESSON 5

In this lesson, you will learn how to format cells in a spreadsheet.

2. *Complete the tutorial* Formatting Cells.

Student:

Open a spreadsheet and complete the tutorials above, entering the information from the tutorials and making the changes indicated in the tutorial.

LESSON 6

In this lesson, you will learn how to create and customize charts.

2. Watch the following video tutorials:
    a. Creating a chart
    b. Customizing charts
    c. Selected data for charts

2. Complete the tutorial Working with Charts

3. Complete the EDpuzzle short interactive activity linked here https://edpuzzle.com/media/571c263bd558ce4f410b2bdc

Student:

Open a spreadsheet and complete the tutorials above, entering the information from the tutorials and making the changes indicated in the tutorial.

Complete the EDpuzzle interactive video.

LESSON 7

In this lesson, you will learn complete a number of exercises that reinforce what you have learnt about spreadsheets.

Download the practice exercise handout and complete the short exercises

Your long term projects: Document student accuracy and speed over six months based on results in the class typing app. Create appropriate charts to share with individual students and with the entire class. Utilize at least two different chart types.

Closure: :Summarize and reinforce the overall concepts from the lesson. Provide focus on areas of most challenge for most students. This will be completed utilizing a Power Point presentation to be uploaded to the LMS.

Resources:

Computer, Google Browser, EDpuzzle videos, YouTube videos, handouts on spreadsheets.

Mandatory/Popular Apps & Computer Technology Integration Training

Presentations

2015 - 2016

Motivation:

Presentations are useful tools for getting students engaged in lessons. Presentations that are engaging and interactive, using a variety of multimedia prove useful in holding the attention of viewers at all levels

For your final project, you will create a presentation to introduce the water cycle to second grade students. Include relevant pictures explaining the various parts of the cycle and a catchy content based video.

Presentation software has a variety of uses that can prove it a great tool for class instruction. You have the ability through the tools in presentation software to build their own YouTube style instructional video to suit your specific student needs

Pre-requisites:

Introduction to basic presentations.

Overall Objectives:

1. Know how to animate presentations
2. Know how to insert images and video
3. Know how to insert audio
4. Create interactive presentations

LESSONS 1 & 2

Introduction - See Class notes

In PowerPoint you can animate text and objects such as clip art, shapes, and pictures. Animation, or movement, on the slide can be used to draw the audience's attention to specific content or to make the slide easier to read.

You will learn how to add animation effects to text and objects and customize them.

LESSON 3

Audio

In this lesson, you will learn how to insert sounds into a presentation.

You can insert audio files into your slideshow from your computer or Microsoft Clip Art files. You can also record your own audio to accompany your presentation.

PowerPoint allows you to add sound to your presentation, which opens up a lot of possibilities.

Add background music to one slide, a sound effect to another, and maybe even add some narration or commentary to a few slides. You can either add an audio file from your computer, or you can browse PowerPoint's collection of Clip Art Audio. You can then edit the sounds within PowerPoint so that they are tailored to your presentation.

1. Watch YouTube: Inserting Audio.
2. Complete the tutorial Inserting Audio.

LESSON 4

Animation

In this lesson, you will learn how to animate a presentation.

Animation, or movement, on the slide can be used to draw the audience's attention to specific content or to make the slide easier to read.

You will learn how to add animation effects to text and objects and customize them.

1. Watch YouTube: Animating Objects.
2. Complete the tutorial Animating Text and Objects.

LESSON 5

Embedding Video

In this lesson, you will learn how to insert a video, edit it, and format its appearance.

Videos are a great way to make your presentations more engaging for your audience. PowerPoint allows you to insert a video from a file on your computer or from a web site such as YouTube. You can even edit the video within PowerPoint and customize its appearance with a Video Style.

1. Watch YouTube: Inserting Videos.
2. Complete the tutorial Inserting Video

Independent Practice
Mini Project

1. Use PowerPoint to create a presentation to introduce the water cycle to second grade students.
2. Include relevant pictures explaining the various parts of the cycle.
3. Embed a catchy content-based video.

Closure:

Summarize and reinforce the overall concepts from the lesson.

Resources:

Computer, Google Browser, YouTube videos, PowerPoint application, video viewer application

Implement

The goals of the training session is to assist new and existing teachers in becoming more familiar with the mandatory and popular applications heavily utilized by the school. The goal is further to guide teachers in the implementation of these learnt skills in their lessons.

Identification

The first phase of implementation is teacher training and will take place during a full day training session. All instructors will be expected to attend this session which will begin at 8:00 and will end at 4:00. All instructors are expected to participate in the training session. Instructors for the training session will be teachers who are considered expert teachers. This is teachers who have demonstrated that they are fast learners in technology and try to integrate technology into their lessons. There are presently five teachers who meet this criteria.

The purpose of the training session is for instructors to become familiar with the expectations of the training session topics and the resources that have been created for the session. It will give them an opportunity to develop their skills if they need review their own skills and develop their own style of leading the training sessions and to determine whether or not they would like to add to the resources that are available to reinforce the lessons.

The format that will be used for the train-the-teacher course is guided participation. The trainee instructors will work together to complete the tasks that are

designed for the students. As trainee teachers examine teacher resources, that will give them the opportunity to decide on whether or not the resources are sufficient so that they can choose additional resources. The training session also provides the opportunity to share modeling strategies and ideas about examples.

Schedule

The train the trainer course will be conducted during a Saturday session. Saturday the 30th April has been designated for training day. This day was chosen because it is the first Saturday after Spring Break and before final exam preparations.

The training schedule will be shared with the participants one week before the session along with the resources that will be used.

Training Schedule
Train-The-Trainer
Mandatory/Popular Apps & Computer Technology Integration

Saturday 30th April, 2016
8:00am - 4:00pm
Room 13 - Mrs. Fox's Room

Topic	Time	Content
Introduction	5 min	
Overview of Mandatory & Popular Apps	30 min	Discuss each app and why it is important for the training sessions.
Overview of Technology Integration	30 min	Discuss reasons why familiarization with the apps is important for integration into lessons.
Break	10 mins	
Review of Goals and Objectives	10 mins	Discuss the goals of the training sessions with a look at the audience for the training and their needs.
Preview of Guidance for the Teacher	30 mins	Allow trainers to examine resources prepared for the teacher. Trainers have the opportunity to consider teaching strategies and consider other resources that may be needed.
Preview of Guidance for the Student	20 mins	Allow trainers to examine resources prepared for the students. Trainers have the opportunity to consider teaching strategies and consider other resources that may be needed based on the types of learners.
Snack	10	
Practice teaching Sessions for Mandatory & Popular Apps	1 hour 30 mins	Collaborate to consider strategies for teaching lessons
Lunch	40 mins	
Practice teaching Session for Technology Integration	1 hour 30 mins	Collaborate to consider strategies for teaching lessons

Break	10 mins	
Course Administration	1 hour 30 mins	Present course as teacher with other trainers as students.
Feedback and wrap-up		Suggestions and feedback

Facilitator Plan **Train-The-Trainer** **Mandatory/Popular Apps & Computer Technology Integration** **Saturday 30th April, 2016** **8:00am - 4:00pm** **Room 13 - Mrs. Fox's Room**	
Identification	The teacher will have ● A good working knowledge of popular apps and the mandatory apps used by the school. A good working knowledge of the school's LMS. ● A good familiarization of the curriculum for the primary school. ● Experience collaborating and training
Schedule	The training session will be held in Mrs. Fox's room 13. The following items are needed for the training session: ● Teacher computers with wifi Internet access ● Projector ● Flip camera and tripod ● White Board ● Provided handouts with teacher and student guides. Complete schedule provided above
Train-The-Trainer	Trainers are expected to: ● Familiarize themselves with the facilitator and learner resources ● Attend the training course ● Be clear about the purpose of the training To become familiar with the expectations of the training session topics and the resources that have been created for the session. ● The students will be all new teachers and teachers and all teachers and support teachers in the elementary school.

Preparation for the Student

Before the start of the training session, there will be an attempt made to identify the learning styles of the participants. A survey will be sent out to gather this information. Once the information about learning styles is collected, the training schedule will be sent out along with the details about the purpose of the training.

Student Plan Training Session Mandatory/Popular Apps & Computer Technology Integration Session starts: June 6th 2016 Session ends: August 8th, 2016 Online Training	
Identification	The student will have ● A fair working knowledge of popular apps and the mandatory apps used by the school. A fair working knowledge of the school's LMS. ● A good familiarization of the curriculum for the primary school.
Schedule	The training session will be online and: ● Starts: June 6th, 2016 ● Ends: August 8th, 2016
Pre-course communication	Online training ● School issued laptop ● Sessions can be done any time ● Ensure that notes and handouts are easily accessible.
Tracking	Student access and participation will be tracked through the school's LMS. Completed exercises and assignments should be submitted to the teacher for assessment and feedback. Feedback will be provided through the LMS. This session does not contain graded activities that count toward successful completion.

Evaluate

Student Evaluation

Student performance is evaluated based on the completion of tasks at the end of each lesson. Students are required to create the documents demonstrated in the tutorials that are provided in each of the lessons.

The tasks will be completed in Google Docs and shared with the teacher. The teacher will provide feedback within the document as it relates to challenges that students may be encountering. The teacher will request changes to be made to submitted work. Each unit will have a major activity to be completed. The major activity allows the student to complete a true-to-life mini case which can be used within the classroom.

A form will be sent out at the end of the session in order to get feedback from students about the overall session. This form should be returned by all students.

References

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APPENDIX

Performance Assessment

Desired Performance	Actual Performance	Primary Cause	% of the Performance Gap
Intermediate Level Familiarization with mandated School Applications: School Google for Education Apps (email, Google Apps including Docs, Sheets and Slides, School Learning Management System software	Beginner Level Familiarization with mandated School Applications: School Google for Education Apps (email, Google Apps including Docs, Sheets and Slides, School Learning Management System software	1. Insufficient professional development time devoted to teacher upgrading in this area.	30%
Intermediate level familiarization with common popular applications such as word processors, spreadsheets, presentation software, internet and the world wide web, and other web 2.0 tools including wikis and blogs, movie making applications, photo editing software and other formative and interactive software	Elementary familiarization with common popular applications such as word processors, spreadsheets, presentation software, internet and the world wide web, and other web 2.0 tools including wikis and blogs, movie making applications, photo editing software and other formative and interactive software	1. Teachers not initially required to become familiar at the intermediate level with common popular apps. Previously, there was an ICT teacher who taught those skills to students.	30%

Ability to visualize ways that various popular applications can be used as tools to enhance learning in various ways that can be used to teach various concepts in various subjects.	A few teachers can suggest ways that various popular applications can be used as tools to enhance learning in various ways that can be used to teach various concepts in various subjects. Most teachers are able to suggest ways that Google Docs can be used as well as presentation software.	1. Teachers lacking sufficient familiarization with the applications to be able to sufficiently visualize their ability to be used as learning tools.	10%
Creation of student-centered Integrated lessons using a number of technology related tools and applications to create authentic learning experiences.	Most teachers were able to teach the basic skills that they know in isolation, but seeing the connection and how the applications/tools could be integrated created more of a challenge.	1. Insufficient opportunities to observe modeling of technology integrated lessons and lesson plan. 2. More familiarization with the common applications needed.	10%
Ability to guide students in the use of technology to become self-directed in their learning and more digitally literate	Teachers are able to guide students in using the technology that they are really familiar with in order to become self-directed in their learning. More skills are needed to help students to become more digitally literate	1. Lacking familiarization and training in student-centered lesson planning.	20%