

# RESOURCES & ICT

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2019-2020

#RICT1920

## 1st Task: Conceptualizing Education in Pictures

Have you listened before the concept of "Conceptual photography"? For this task, you are going to do it.

Please do not share your work of this task with any other group. The idea is that, from now until Wednesday, everything will be secret.

- Please, think of 5 "ideas" about the education (not just name actors, not just call objects). Think differently.
- Write five short phrases which clearly express those ideas.
  - "Build" (organise, make, recover) the still life and make a squared photography of each. Create a picture expressing each one of those ideas. You cannot search images on the internet and bring them, you can rely on others' materials to complete the task, but you must rebuild them. Take a square photograph (Instagram type) of each one. Do not include on the pictures the sentence it refers to.
- Bring the 5 of them printed on Tuesday. Please do not mark or publish them.

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## 2nd Task: TPACK-ACAD Speedlearning

Each week, we face a double challenge: theoretical and methodological, both related to our subject. This week we will explore the concept TPACK and ACAD Framework, trying to recreate its nature and features in an information map (diagram).

First of all, you must READ THE REFERENCE DOCUMENTS and then, try to answer, as well as possible, the following questions:

1. What is TPACK and What is ACAD exactly? (e.g. is it a technology tool, a theory, a model, an animal, a poem, an author? All these? About what?)
2. Which are the essential TPACK elements and how do they interact with each other?
3. Which are the essential ACAD elements and how do they interact with each other?
4. How would TPACK be useful for you?
5. How is TPACK related to ACAD?

Then, you MUST answer the previous questions with an information map- Be careful! IT IS NOT A DIAGRAM (if you want to see a video about crucial diagrams in the history let's watch this Ter's videos -just in Spanish <https://youtu.be/bFRyGrZUoUs> ), but an information map.

There are many types of information maps. Therefore, this is the first decision you must make: what kind of information map are you going to use?

Thus, please find at least six types of information maps or graphic organizers (Suzan's mind maps, spider diagrams, mind maps, concept maps, etc.), try to understand the differences between them and choose the best one.

Then, answer the questions about TPACK & ACAD in this format and reflect them in a real poster (physical one, minimum A2 size).

In the next big group session, the stars (two per team) are going to present the posters in a speed-learning dynamic (what is this? A hint, it is similar to the speed-dating dynamic, search it on Wikipedia or Google), where the stars of each group will explain their work in a strict 8 minutes time (answers about TPACK-ACAD and choices about information maps).

REMEMBER, AN EXCELLENT INFORMATION MAP/GRAPHIC ORGANIZER MUST CLEARLY SHOW THE RELATIONSHIPS BETWEEN THE ELEMENTS OF A CONCEPT OR PROCESS. THEREFORE, FIRST OF ALL, IT IS ESSENTIAL THAT YOU UNDERSTAND PERFECTLY THE CONCEPT OR PROCESS.

Once you have it prepared, try to answer the following question:

*Is there any important part of the Teacher's action which hasn't been included in the TPACK-ACAD model yet? Is TPACK-ACAD sufficient to understand a teacher's job?*

KEY: Expressing ideas through an illustration (a mind map is an illustration) is not easy. Thus, remember to think a lot about how to communicate them efficiently and how to find a good way of reflecting this model and your conclusions about everything in 8 minutes of oral presentation. THIS is a good teacher's task.

Ah! Besides, please, never forget to include all your reflections (including what you have learnt (tools, processes, concepts)), in the blog!

## Reference Documents

### TPACK Basic paper:

Koehler, M. J., & Mishra, P. (2009). What is technological pedagogical content knowledge? *Contemporary Issues in Technology and Teacher Education*, 9(1), 60-70. Retrieved from <http://www.citejournal.org/volume-9/issue-1-09/general/what-is-technological-pedagogicalcontent-knowledge>

### TPACK mini video:

TPACK in 3 minutes by Royce Kimmons <http://youtu.be/0wGpSaTzW58>

### ACAD Basic paper:

Goodyear, P., Carvalho, L., & Carvalho, L. (2014, March 14). *Framing the Analysis of Learning Network Architectures*. *The Architecture of Productive Learning Networks*. <https://doi.org/10.4324/9780203591093-12>

### ACAD mini video

ACAD Framework animation mix <https://vimeo.com/302378219/ddc8afc306>

### Teaching with graphic organizers:

Teaching with graphic organizers by Inspiration <http://www.inspiration.com/visual-learning/graphic-organizers>

For fun: Video about diagrams by Ter <https://youtu.be/bFRyGrZUoUs> (very interesting indeed, Spanish only)

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## Task 3: preparing “Un dia en el cole de mi maestro”

### Designing activities for real students

This week and a half (until Thursday the 20<sup>th</sup> of Feb) we are going to work in the preparing of the global project related to the Faculty activity “Un dia en el cole de mi maestro”.

Let me introduce you this:

From the 3<sup>rd</sup> to the 17<sup>th</sup> of March you will have the fantastic opportunity of working with real students from schools. You will have to tutor them to develop one different activity each day.

For each one of the activities, you have a guide for developing with the students (take a look on the LMS in the folder “un dia en el cole de mi maestro”, but you as a teacher have to prepare all the materials, resources, spaces and so, for doing them.

This week and a half you are going to have time for preparing these three activities in the Linda’s version.

For being prepared for performing **each activity** you must prepare this week and a half:

- Read the activities proposed by Linda carefully as soon as you can, be sure that you correctly understand what the students have to do and that you know how to do it with them.
- Read the documents about the theory that is behind the technology we are going to implement in those activities.
- Learn how to use properly the technologies you must use, and be sure that you (ALL the members of your group) are able to do the activity as it is proposed in the activity.
- Make a test of you doing the activity.
- Any software to develop the activity must be installed in more than one device for working WITH your students. Be sure that you have it in at least two devices (always prepare a plan B for technology) and that all of them will be full of battery on Tuesday.
- Be sure that you would bring whatever physical things that you need to work with them (e.g. ID badges, white and colored papers, color pencils, plasticine, dolls, toys, rules, rules for calculating angles, pencils, as many cards as you need...), you are going to work with a group of students (from 3 to 9 depending on the day), so please bring enough staff for all of them and be prepared for them.

- For those of you that are going to work with **robots** you will bring two different basic shapes to create the paths: one square or with more than 50 cm in length on the shorter side, and a scalene triangle whose shorter side has at least 40 cm.
- For those of you that are working with **stop-motion**, please be sure that brings enough copies of the story that they are going to represent and enough materials for representing.
- For those of you that are using **augmented reality**, please bring enough copies of the picture from [https://chromville.com/wp-content/uploads/laminas/chromville\\_science/EN/Demo\\_water\\_cycle\\_trigger.pdf](https://chromville.com/wp-content/uploads/laminas/chromville_science/EN/Demo_water_cycle_trigger.pdf) and encourage them on working collaboratively.
- Try to plan a strategy for them to work.
- Review what are the standards of the subject (3-5) that are being developed with each activity? (In the LMS you have a document with the standards of the curriculum of Región de Murcia, and then you can find them and identify them. Despite the fact that we are going to work with children of the 5<sup>th</sup> and 6<sup>th</sup> degree, we are working with standards of 5<sup>th</sup> degree).

Remember, I'm going to see your planning completed **next Tuesday 25<sup>th</sup>** of February **THE PLANNING... not all the materials...**

The schedule for the development of the activities is the following:

	Tuesday 3rd	Thursday 5th	Tuesday 10th	Thursday 12th	Tuesday 17th
<b>Total students</b>	46	50	28	51	20
<b>By group</b>	7 or 8	8 or 9	5	8 or 9	3 or 4
<b>Robots</b>	Las Cheetah Girls	PickleRict	TIC.CHERS	8plushalf	Game of Phones
<b>Robots</b>	Game of Phones	8plushalf	The Outsiders	The Outsiders	Las Cheetah Girls
<b>AR</b>	TIC.CHERS	Las Cheetah Girls	PickleRict	Game of Phones	PickleRict
<b>AR</b>	The Outsiders	Game of Phones	8plushalf	TIC.CHERS	The Outsiders
<b>storytelling</b>	PickleRict	TIC.CHERS	Las Cheetah Girls	Las Cheetah Girls	8plushalf
<b>storytelling</b>	8plushalf	The Outsiders	Game of Phones	PickleRict	TIC.CHERS

Some of those students can speak in English, other don't, so please be flexible. BUT try to use the English with them as well, they will appreciate it so much! Nevertheless, the activity must be completed in Spanish. Remember that, **for each activity, we have less than an hour**, so be practical, and try to do your best.

Remember that it must be fun, for them and for you, but it must be profitable for both.

JUST SOME INFO: once we finish the activities with the students here in the faculty, you will have to develop a project with three similar activities for an imaginary group of students. It means, one using **stopmotion**, one using **augmented reality** and one using **robots**. They **MUST** be different from those that I'm sending you to use with your students, and you will show them in a fair we will do in May. So, pay attention to the performance details and the problems and ideas from children (and not be too worried, I'll give you more information about this, soon).

I hope you enjoy these days and learn a lot of things from this experience.

Good Luck!

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## Task 4, 5 & 6: Developing “Un dia en el cole de mi maestro”

### Developing activities for real students

In Task 3 you have planned the activities that you are going to develop in the next 5 sessions in the program “Un dia en el cole de mi maestro”. Bellow you have the timetable to continue being in charge of what are you doing.

	Tuesday 3rd	Thursday 5th	Tuesday 10th	Thursday 12th	Tuesday 17th
<b>Total students</b>	46	50	28	51	20
<b>By group</b>	7 or 8	8 or 9	5	8 or 9	3 or 4
<b>Robots</b>	Las Cheetah Girls	PickleRict	TIC.CHERS	8plushalf	Game of Phones
<b>Robots</b>	Game of Phones	8plushalf	The Outsiders	The Outsiders	Las Cheetah Girls
<b>AR</b>	TIC.CHERS	Las Cheetah Girls	PickleRict	Game of Phones	PickleRict
<b>AR</b>	The Outsiders	Game of Phones	8plushalf	TIC.CHERS	The Outsiders
<b>storytelling</b>	PickleRict	TIC.CHERS	Las Cheetah Girls	Las Cheetah Girls	8plushalf
<b>storytelling</b>	8plushalf	The Outsiders	Game of Phones	PickleRict	TIC.CHERS

We understand you have everything in control, but on this 2 ½ weeks you must continue working and collecting some. paperwork of each activity.

Then, for it please remember that for each activity you must:

- Plan the activity carefully and explain the final development of it in your blog, using ACAD framework for it (Material set/physical elements, Epistemical set /task and mini-tasks developed, and Social design/grouping and roles).
- Stars and journalists must be in charge of collecting and publishing data and evidences of the work (pictures, recordings and so on) using the hashtag **#rict1920 #udcmm (both of them)**. Stars from the children performance (the learning activity emergency), and journalists from the group performance (yours) in that hour.

- You MUST show, on your blog, the work of your students with a brief reference to their performance as well as the standards of the subject (3-5) that are being developed with this activity? (In the LMS you have a document with the standards of the curriculum of Región de Murcia, and then you can find them and identify them. Despite the fact that we are going to work with children of the 5<sup>th</sup> and 6<sup>th</sup> degree, we are working with standards of 5<sup>th</sup> degree)
- The other roles will develop their roles in the usual way.

Remember that it must be fun, for them and for you, but it must be profitable for both.  
I hope you enjoy these days and learn a lot of things from this experience.

Good Luck!



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## Task 10: Global ActICTivities

### The Global Project: Designing NEW activities for students

As we have said before, your group have to develop a **project with three similar activities** to the UDCMM ones for an imaginary group of students. It means, one activity that uses **stop-motion**, plus one that uses **augmented reality** and another one that uses **robots**.

They **MUST** be different from those that I sent you to use with your children at the faculty, and as you are not going to show them in a fair (the CoVid19 made impossible that fair), you will include them in a specific part of your final portfolio.

You must prepare about **each final activity**, at least:

- General information about the activity
  - Title of the activity
  - Main Goal
  - Topic
  - Age/ Course
  - Diagram of the sequence of the activity (just a process diagram)
  - Duration Weeks and Hrs/week
- QR codes of the Tools that you are going to use.
- Instructions for students.
- Demo of the artifact(s) planned to be created during the activity as if they were already created by your students.

Have fun and let's learn!

TAG #rict1920.

Good Luck!

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#yomequedoencasa

#Istayathome

## Task 6th reformed: “Un dia en SIN el cole de mi maestro”

### Developing activities for real students in REAL crisis

After the cancelation of our last “un dia en el cole de mi maestro” week, you have been challenged to do the activity to one of the mates groups, and -with the help of them, trying to imagine how to “change” your activity for an online environment.

In the middle of this, we have been isolated at our homes and the new challenge is to see this activity but in an online. SO, I will ask you to your stars of talking us about your activity on Tuesday (as we had previously planned) in a videoconference that we will have on our new online classroom that will be here:

<https://eu.bbcollab.com/guest/acc12739c0b8415888ef07b21c84d5e5>

Remember that, for this activity, as for the rest of “un dia en el cole de mi maestro” experiences you must collect some paperwork of each activity. Therefore, for it please remember that, from the activity you presented to your colleagues last Thursday, you must:

- Plan the activity carefully and explain the final development of it in your blog, using ACAD framework for it (Material set/physical elements, Epistemical set /task and mini tasks developed, and Social design/grouping and roles).
- Show the changes on the activity for the online context using the ACAD framework as well (same elements).
- Stars and journalists must be in charge of collecting and publishing data and evidences of the work (pictures, recordings and so on) using the hashtag **#rict1920 #udcmm #yomequedoencasa #Istayathome** (at least three of them). Stars from your colleague’s performance (the learning activity emergency), and journalists from the group performance (yours) in that hour.

Remember that stars will also presenting on Tuesday the online version of your activity. This is a completely unusual situation, but I’m very proud of you and grateful for your work and flexibility.

Good Luck!

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#yomequedoencasa

#Istayathome

## Task 7th: Comic Life

### Potentialities of the ICT in the classroom

Taking as a starting point the text by Lemke, 2010 (see the documents to review), choose the 4 main potentialities of the ICT in the classroom and reflect them in a graphic story. Each group will have to do it in a specific format which will be assigned randomly in the first session of the week.

The possible formats are the following:

- Cave art (Recommendation, if you can watch the movie "The Croods" and see how they use the cave art to express)
- Hieroglyphics (Recommendation, Watch the Moses Dream of "the Prince of Egypt" <https://youtu.be/Yr6b-CVP7Pc> , or if you can, the entire movie ;-))
- Auca (Cartoon) - [https://es.wikipedia.org/wiki/Aleluya\\_\(estampa\)](https://es.wikipedia.org/wiki/Aleluya_(estampa))
- Photo comics – photonovel
- Superhero comic (Do not think only in Superman or Batman, also DragonBall is a Superhero comic)
- Modern comic (Have you read Maus?)
- 13 Rue del Percebe Style (take a look on the first 3 min of this video <https://youtu.be/3VrRKP3NN5w> )

The next big group session (that will be on Thursday in our online classroom) you must bring as many copies of your format as class groups (one for each of the other groups) and the group star will make a 3 minute presentation about how the task has been completed, emphasizing the steps for the specific development of the format assigned. In your blog you must include your graphic story, preferably, using a 2.0 Comic generator tool (search on Google ;-)).

### Reference Documents

Lemke, C. (2010) Innovation through technology, in Bellanca, J. A. & Brandt, R. (eds.) 21st century skills: Rethinking how students learn. Bloomington, Solution Tree Press, 243-274.

The graphic Classroom <http://www.graphicclassroom.org/>

Comics in Education <http://www.humblecomics.com/comicsedu/index.html>

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#istayathome

## Task 8: Raiders of the Lost PLE

The PLE (Personal Learning Environment) is one of the most interesting topics we have studied in the last years. It is crucial to understand how the student's learning process and the process of the teacher's professional development are student- centred.

Apart from paying attention to the class introduction, please review the basic documents about what a PLE is BEFORE starting the task. Please read carefully this document:

Castañeda, L. y Adell, J. (2013). The Anatomy of PLEs. En L. Castañeda y J. Adell (Eds.), Entornos Personales de Aprendizaje: Claves para el ecosistema educativo en red (pp. 11-27). Alcoy: Marfil.  
<https://digitum.um.es/digitum/bitstream/10201/53893/1/Chapter1Castaneda%26Adell2013EN.pdf>

Entire book available in Spanish on <http://www.um.es/ple/libro>

And one of those videos:

- <https://youtu.be/3OurAO-qVeA> (available subtitles in english)
- <https://youtu.be/zj2veAmL2Nc>

Now, we are imagining that your group is a teacher's team in the post CoVid19 confinement situation. The experience during the crisis convinced you about the importance of creating some permanent channels of online communication for you and your students:

- A youtube channel
- A podcast
- An online announcement board

But before starting you have to learn many things about those tools and how you can use them properly in a school context, and this week we are going to look for ways to learn about that (not just technology -tools-, but good uses in education, news, possibilities, good practices, etc.)

Divide your group in mini-groups and try to generate the PLE that you will need for learning about how to generate each one of these new channels in your school properly. One mini-group for each channel.

Once you have it, please represent it as a PLE diagram (organized around the three parts) and show us it and talk about them on the Thursday's class along min 6 - max 9 minutes.

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## Task 9: Teaching in the digital World

This is the pre-final task, and this task is going to be developed in an entire week. It means, you will start on Tuesday the 21st of April, and you will present it on Tuesday the 28th of April. (on Thursday 23rd you will receive personalized feedback for each group in order to improve your work and portfolio).

Firstly, you will analyse and understand the document titled

### Holistic Teaching Competence for a Digital World

that you will find in the "resources" folder in the LMS.

Based on that document, your mission will be creating an infographic that explain clearly the main elements that would constitute the teaching competence for a digital world, the main feature of everyone, as well as the relationships with other elements of education/society and participants in the educational process.

- How to Create an Infographic - Part4: How to Design Your Infographic  
<https://youtu.be/4EwDNokZvCE>
- How to Make an Engaging Infographic: The Full Guide  
<https://graphicmama.com/blog/how-to-make-an-engaging-infographic/>

On the 28th we will do a comparison exercise in order to get some peer to peer feedback.

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#Imstillathome

## Final Portfolio

During these months, we have made different learning activities that had as a principal goal to help you to get the final competencies of the course and improve your learning.

According to the assessment plan we have for you, in order to make explicit the competencies are obtaining; you must create an evaluation ePortfolio including the results of your work.

So, by groups, and before the **deadline** you have to create this ePortfolio following the instructions below:

The portfolio will include three activities, out of the seven planned in the subject (excluding activities 4 and 5 that are “un día en el cole de mi maestro”), the Global project (that is based on #UDCMM, the reflections and assessments which the students can make regarding the content worked).

The portfolio can be created using the website-building tool preferred by the group (Wordpress.org, Google Sites, Emaze, Wix, or whatever web page creator). It will be a **PUBLIC Site** (under a **CC license**) that includes, at least, the following parts:

- **Home:** Including the student’s data and the presentation of the portfolio
- **One page per activity.** In each activity page must be included:
  - a brief description of the activity
  - the activity product (assignment, analysis, image(s), poster, comic, video or whatever it is in each case).
  - roles in the preparation
  - the analyst’s report (improved)
  - the main terms worked in this task (translator’s job)
  - self-evaluation: From 1 to 10 (1 minimum and 10 maximum) for each group member concerning this activity and one for the whole group justifying which is their perception of the group work regarding this activity. Please, remember that a 5 means everything was well-done.
- **Global project Page:** This will include:
  - The three activities you designed -in task 10 after UDCMM experience- but ORGANIZED, including all the elements of their design (yes, would be better creating subpages for differentiating them and made this part more readable).
  - A reflection about the activity (the analyst’s report of the Un dia en el Cole de Mi Maestro days’ experience), **and** the elements you have improved or corrected AFTER the experience with children.

- A **chart** relating the tasks handed over and the development of the subject's competences (yes, get them from the syllabus).
- **Curation:** the whole tree/map developed for the course (not only for these tasks)
- **Extras:** Finally, a page where students answer justifiably to:
  - What we most remember is...
  - What we have found most difficult is...
  - What we have found easiest is...
  - What we have found funniest is...
  - What we have found most boring is...
  - Something that will be surely useful...
  - What we won't use anymore...
  - The activity in which we have learned the most has been...
  - What we must improve in our assignments for other courses is...
  - What we must keep for another course is...
  - If we pass, it is because...
  - If we fail, it is because...

As can be easily supposed, **these are the compulsory requirements**, but apart from that, the design, decoration, colours, title, structure, etc. must be decided by you... you are a group. These are your decisions!

Once the ePortfolio is finished, the last Facilitator of the group **MUST SEND a private message to the teacher** (in the LMS) including **the name of the group, the names of the team members (in alphabetical order BY Surname, AND the URL of the Site where the ePortfolio is.**

#### VERY IMPORTANT:

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If you are using your thoughts, it is OK, I want to listen to your mind, BUT I want also see your professional knowledge (yes, whatever you have learnt these weeks); BUT if you are re-using thought for anybody else, it is compulsory to refer to this correctly.

If any part of the portfolio is identified as coming from another source not quoted, it will be considered as plagiarism and graded with a 0. That includes not only text, but images, videos, audios, etc. It is indispensable to quote the sources used and opt for using free license materials.

The final ePortfolio cannot be presented entirely in plain text format, the use of other formats (videos, timelines, etc.) in the assignment's presentations will be HIGHLY appreciated, providing that students take an adequate advantage of them (e.g. making a video reading a text it is NOT better than a text).