

# Research & ICT

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**#rict1516**

## Teaching Material and Activity Guides

These are the final activity guides provided by Linda Castañeda in the part of the course Research & ICT related to ICT in the Spring 2016 for Students on the first year of the Degree in Primary Education at the University of Murcia.

It is important to take a look on the entire material to be sure that you understand the organization of it. If after reading it you still don't understand anything, please feel free of contact me ;-)

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Castañeda, L. (2016) ICT. Activity Guides & Teaching Materials.

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In this course, the work is going to be presented in couples or groups of three people.

Each group is going to design and develop a **Web 2.0/technology enhanced didactic activity (TEDA)** and is going to present and publish it twice, first face to face in The Fair (a final event, during the class time) and secondly -after the feedback gave in the Fair- in the exam date.

Every week we are going to work in a specific aspect of the activity. This aspect and the task included is going to be reflected in the planning of the activity that is going to be organized and shared every week using a blog.

## **Continue:**

Each week, once you have solved the task and presented it at class, additionally you have to include it (the results and artefact created) in a **TUMBLR** blog.

## **Final:**

The TEDA is going to be presented for the final presentation in a Web site that will include in general terms (the details are going to be specified late):

- The basics of the activity: goals, process, teacher's guide, assessment criteria and instrument, etc.
- Tutorial(s) for using the ICT tools that are used on the activity.
- Example of the final artefact the potential students must do.
- Author's individual PLE & reflection about the subject

## **Assessment Instructions**

Following the details included in the guide of the course, in this part of the R&ICT course the assessment (50% of the mark) will be a mixture between three parts:

- Weekly activity (15%) **(G)**
- Fair's presentation (10%) **(I)**
- Web site of the presentation of the activity (15%) **(G)**
- Individual PLE & Reflection (10%) **(I)**

Remember that, for passing this part of the course you have to pass each part of it, AND for passing the entire RICT course, you must pass ICT with a minimum mark of 5.

# Web2.0

Web 2.0 is one of the most critical technological changes that have happened on the last years of the 20th Century. It allows people to participate in the digital world and remarked on education some crucial things to change.

SO, to understand, What's the matter of Web 2.0 in education?, the first activity includes to read and to understand what Web 2.0 is, and its implications for education.

Therefore, please read the following two documents carefully:

- What Is Web 2.0? <http://www.cbsnews.com/news/what-is-web-20>
- Daanen, H. & Fracer, K. (2007). 2020 and Beyond: Future scenarios for education in the age of new technologies. Bristol: Futurelab <https://www.nfer.ac.uk/publications/FUTL54/FUTL54.pdf>

Now, please, find on the Internet a Catalogue of Web 2.0 tools (free) for education (there are dozens of them, please find a recent one and be original), get three tools of them (for different purposes), and prepare a poster where you include:

- The URL of the Catalogue,
- The three tools that you have chosen,
- The characteristics that make them Web 2.0 tools AND
- An idea of how can you used each one of them in class (taking into account the questions about education that makes the 2nd document that you have read). Total, three ideas.

Please Print the Poster and bring it to our next entire group Tuesday – Class.

**Good luck**

# Goals for the 2.0 World

In the last activity, you have proposed two ideas of how to use Web 2.0 tools in a classroom.

Now, it is time for meeting The Bloom's Taxonomy, but in one of its latest versions, the Churches' review <http://goo.gl/aK0AkI> .

Please take a look on the taxonomy, now, select just one of your Web 2.0 tools (better if it is the less popular among your classmates), and try to create examples of how using this tool for each one of the thinking skills proposed in the Bloom's Taxonomy (remember that it was not only Bloom's ;-)).

Create a Poster with them and make it public:

Here you have two examples of what you have to do:

- Bloom's taxonomy & powerpoint:  
<https://teachbytes.files.wordpress.com/2013/06/powerpointblooms-page-001.jpg>
- Bloom's taxonomy & Pinterest:  
<http://www.edudemic.com/wp-content/uploads/2013/06/blooms-pinterest.jpg>

**Good luck**

# PLEing

PLE is one of the most interesting topics we have studied in the last years. It is crucial in order to understand how learning AND learner MUST be in the centre of the student's learning process, as well as the teacher professional development process.

Please review the basic documentation about what a PLE is:

- Castañeda, L. & Adell, J. (Eds.), [Entornos Personales de Aprendizaje: claves para el ecosistema educativo en red](#), , 93-110. Alcoy: Marfil. (just review the chapter 1) (Compulsory)
- Lindacq's PLE explanation: <http://conocity.eu/ple-de-lindacq/> (Compulsory)
- Prendes, P. & Castañeda, L. (2013). PLE-Centered Education: The Next Boundary. Perceptions and Realities Behind Students Personal Learning Environments. ELA Journal of Educational Leadership in Action, 2,1. ISSN 2164-1102 <http://www.lindenwood.edu/ela/issue03/castaneda.html>
- Optional: some materials about PLE in the PLE's workshop: <https://sites.google.com/site/lindacqtallerple/>

Now you are going to interview your groupmate and are going to describe how its PLE is... remember, not just tools, but activities, experiences, attitudes that it use habitually to learn.

Now, together find an image in Flickr (CC licensed or yours) that could help you to represent it (a metaphor, a good environment... not a drawing about PLEs or a mindmap). Once you have decided the picture, create an interactive picture locating the different parts of your PLE in the image using Thinklink <https://www.thinglink.com/> (create a student account on the tool). Finally tag the thinklink picture with the TAG #rict1516.

**Good luck**

## Final ActICTivities

During the whole period of this part of the course (ICT), we have been developing a technology enhanced didactic activity, that is going to be pre-presented on the Fair that is going to happen next Tuesday (the 19th).

This activity constitutes THE final task that you must present as a final exam of this course.

For submitting that, you must create a specific Web page, using one of these services: Wix, Voog.com or Weebly (if you like to use any other service, please ask for authorization from your teacher).

In this web page must be included:

- The title of the activity: not the topic, let's put a fun and exciting title for your activity.
- Topic(s) & Standards: according to the specific law (the curriculum's Real Decreto).
- User Level/Grade: according to the specific law (the curriculum's Real Decreto).
- Goal: a general goal that brings to participants what are the GOAL of this activity.
- Actions: The list of Thinking Skills that are going to be developed during the activity, in a relationship with the Marzano's, & Bloom's Taxonomies (follow the documents in the Aula Virtual).
- Structure's Diagram: an easy diagram that explains to teachers, the principal steps of the activity and its artifacts and goals.
- Activity's Step by Step: in the format that you prefer, you must explain the steps of the activity, including a Demo of the artifact students create on each step (as if you were a student), evaluation processes, and so on.
- Chek-list: An easy list (probably in a document) for checking -if you were a teacher- of what you need to have/learn/organize before starting the activity with your REAL students.
- Tools: Making evident the relationships between those tools and the artifact(s) created in the activity, and providing at least, two other options for doing the same. Remember, your students must use at least 3 for doing things (Learning by doing, that's crucial, isn't it, Dr. Dewey?).

- Resources: If you have created anything else or specific for the activity (rubrics, instructions, lists, etc.), please upload all of them in a folder in GDrive and link it to this part.
- Keywords: #rict1516 + other 5 keywords that make easy the searching on the Internet.
- Authoring and CC License

As you could imagine, THESE are just the compulsory requirements, apart from that, decorating, colors, titles, structure, images and so on will be as you decide they will be... you are a group. These are your decisions.

For presenting it, the teacher is going to publish a link to a **survey** that you must fill before the **2nd of June** –without ANY exception-. On that survey it will also ask you about the **URL of your PLE (individual)** done in Mindmeister, as well as **your individual reflection** on How this course (you can include on that SO&ER+R&ICT) has impacted to your PLE.

#### **VERY IMPORTANT:**

Creativity and good uses of multimedia formats are going to be very well valued. So don't hesitate to use them. PLEASE limit the amount of text, and be careful with spelling and grammar.

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

If there is ANY information (image, video, song, text) from another person without reference, it will be considered plagiarism and the consequence will be a 0 on the total mark.

**TAG #rict1516.**

**Good luck**

# Annual Fair of ActICTvities

Next 17th of May from 9:30 to 12:30 it will be held the Annual Fair of ActICTvities, where you will present for the first time, the final activity that your group has designed during the second part of the subject R&ICT.

At 9, every team has to have its stand organized and ready for being visited by people (as much as possible), and for presenting to them, all the aspects of the activity. We do not have furniture for making the stands, so please, try to bring with you some materials for doing this.

You must prepare for it some parts of the final activity, at least:

- A real poster that includes:
  - Title of the activity
  - Main Goal
  - Topic
  - Age/ Course
  - Diagram of the sequence of the activity (just a diagram)
  - Duration Weeks and Hrs/week
- QR codes of the Tools that you are going to use.
- Demo of the artifact(s) created during the activity as if they were already created by your students.
- A suggestion box (virtual or physical) for collecting the people's suggestions.

During the Fair we kindly encourage you to make pictures, videos, comments, twits and whatever piece of information for spreading the word and make possible to our followers following the Fair on the Internet...

Have fun and let's learn!

TAG #rict1516.

**Good luck**