This is the entire collection of Activity Guides provided to my students in the course SCHOOL ORGANIZATION & EDUCATIONAL RESOURCES for Students on the first year of the Degree in Primary Education (Spring, 2016) 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.

If you use o reuse it, please, don't forget to cite it appropriately.

Castañeda, L. (2016). School Organization & Educational Resources. Activity Guides. Teaching Material.

TRANSVERSAL TASK:

GROUP BLOGGING, THE DOCUMENTATION OF OUR WORK

During these weeks, we are going to make a long trip across resources and centres organization… BUT especially, we are going to make a journey to school, scholars, students and teachers…

This trip will be in groups. So, first of all, you have to organize your group (6 minima, 9 people maximum) and put a name on it (please, be creative).

The headquarters of your group during the whole semester will be a blog. On it, you are going to document every activity that you do, as detailed as possible.

The BLOG could have the **title you decide**, BUT MUST include the following **subtitle:**

> **"A blog for documenting the work of our group in the course #SOyER16 at the UM."**

The first post will include the complete names (names and surnames) of the group members and the name of the group.

Every week each member of the group will have a role in the group. Every week the roles MUST change, and at the end of the semester, everybody has to pass for every role and has to include the role tasks in a blog post (apart, of course, from the post about the activity we do on this week).

The roles will be:

1. **Facilitator**: is the boss of the group, is in charge of the divide, coordinate and organize the work of every member of the group. Also, you have to encourage the dynamic of the group and be the key person in the solution of personal affairs between members.

Besides, the facilitator is in charge of the conserve and guarantee the blog's quality, as well as answer the comments, correct the spelling and so on. It MUST be the administrator of the Web 2.0 group's life.

2. **Journalist**: is who is going to tell the history of the group, has to describe the dynamic of the weekly work and recover pieces of evidence (pictures, audio, podcast, and so on) of the processes.

Also, the journalist has to explore and comment (on the origin and the group's blog) each week, at least, one blog/website from outside the class and one from our class.

3. **Analyst**: this member of the group has to evaluate the work of the group. Every week you have to make a REFLECTION (a deep one – take into account the proposals we did in the first sessions of the subject) about the activity of your group during that week/activity. Just to help you to start thinking, these questions could help you:

   a. What was the best part of the activity?
   b. What was the worse?
   c. What was the best moment of the week (in the work of the group)?
   d. What was the worse?
   e. What have you learnt?
   f. What do you need to conserve -as a group- for the next weeks?
   g. What do you need to improve –as a group- for the next weeks?
   h. How THIS content is related to other contents in the course and your degree?
   i. There is any evident social connection of this content (news, politics, etc.)?

Also, each week the analyst is going to grade each member's work, using a rubric and justify it...

4. **Translator**: Has to collect the five most important terms learnt in the week, and has to include the definition of each concept, in its own words BUT based on "scientific/academic resources".

5. **Curator-Farmer**: Is in charge of compiling and organizing the academic references (APA style) that the group is using (effectively) on each activity. The complete compilation of resources employed in the activities must be organized using a mind map tool making a Tree with it, and each week a farmer must cultivate the Group-reference- Tree (NOT Prezi).

6. **Star**: Is the principal character of the group, you will be the main voice of the group in the activity and has the representation of it. Has to include some evidence of its work in the blog.

Even if you don't have other characters, or you have not a proper one, YOU ARE RESPONSIBLE for the group's work. So go ahead and take your own responsibility.

Please, don't forget to use a language corrector before publishing any text. Finally, remember than a blog is not an only text media, you could include videos, audios, pictures, and so on, AND better than everything, please include your reflections and recreations of the contents we learn in this semester.

I hope you would enjoy this trip.

SCHOOL ORGANIZATION & EDUCATIONAL RESOURCES
#SOyER1516

According to the planning included in the Official guide of the Course, the assessment of the course will be done en three complementary parts. Passing all the two parts is considered compulsory to pass the whole course.

Theoretical & Practical Exam (60%)

This part of the evaluation includes two different parts: one in online multimedia format and the other in an oral exam

- Multimedia online:
  - Group Work Assessment ePortfolio
    (Deadline on the 24th of Jun at 12) (15%)
- Oral Face to Face (27th afternoon & 28th morning, of June):
  - By groups, Oral exposition of the ePortfolio (max. 10 min.) (15%)
  - Individual Oral Exam: (30%)

Works and Activities +self-assessment (40%)

Those activities done in the classroom, discussed in the class and made explicit in the Group Blog.

SCHOOL ORGANIZATION & EDUCATIONAL RESOURCES

TASK 1:

Exploring TPACK

Each week we have a double challenge: a theoretical one and also a methodological one, both related to our course. This week we are going to explore the **TPACK concept**, trying to recreate the nature and features of it in an **information map**.

Firstly, you must attempt to answer the following questions in the best way possible:

1. What <u>exactly</u> is TPACK? (p.e. it is a technology, theory, a model, an animal, a poetry, an author? All of these? About what?)
2. What are the essential elements of TPACK and how are they related each other?
3. How would TPACK be useful for you?
4. How TPACK is related to your degree?

Now, you MUST express the previous answers in an Information Map - Be aware! NOT A DIAGRAM, an information Map-.

There are many types of Information Maps; therefore, this is the first choice you must take: what kind of Info Map are you going to use.

So, please find at least six types of information Maps (Buzan mind maps, Spidergrams, conceptual map, and so on), try to understand the differences between them and choose the better.

Now, express the answers about TPACK in this format and show it in a real (physical) poster (A5 size minimum).

On the next Wednesday's session, the group's stars are going to present the posters in a 5 minutes speed dating dynamic (What is this? Let's search on Wikipedia or Google) where the stars of each group will explain their work (answers about TPACK and elections of Info maps).

REMEMBER, AN EXCELLENT INFO-MAP MUST EXPOSE CLEARLY THE RELATIONSHIPS BETWEEN THE ELEMENTS OF A CONCEPT OR PROCESS. SO, FIRST OF ALL, IT IS CRUCIAL THAT YOU UNDERSTAND PERFECTLY THE CONCEPT OR PROCESS.

DON'T FORGET! Expressing ideas on illustrations (and a mind map is an illustration) it is not easy, SO remember to think a lot about how to communicate them efficiently and find a Good way for showing this model and your conclusions about your degree in 5 minutes loud voice. THIS is the work of a good teacher.

Ah! Moreover, please, don't forget to include all your reflections (including what have you learned (tools, processes, concepts) in your blog! :-)

References:

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/articles/v9i1general1.pdf

TPACK mini video:

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

TASK 2:

Treasure Hunt: cartographic projections

AKA: "Media are not neutral"

> **IMPORTANT**: Some of the best activities in the world has been thought by other teachers before you, SO, be respectful, BUT take advantage of the amazing wisdom of other teachers, you don't have to re-create the wheel. The following Treasure Hunt is an adoption – adapted- of the first part of Student Atlas, Atlas "Scavenger Hunt" proposed by the teacher Mr. Ross Wason. http://goo.gl/znXJ7K
> So, thanks to them for the experience.

Media are not neutral, everything we introduce on classroom has an impact on our learning students, and its effects depends on the kind of media that this is, the intention of the designers, the owners of the media, our vision of this, the way we introduce those, and so on. Therefore, we MUST be aware of WHAT media we enter in the class, WHY we do it and HOW we are going to do it.

The goal of this activity is to introduce some basic terms and key geographic principles that would introduce you to the importance of the view on media for understanding the world. Respond to all of the questions in this packet in your words BUT base those on literature and secure data sources.

This activity will include introductions to the following key concept and the related vocabulary terms. You may find it beneficial to define on your own as a part of your work through this activity.

• Map Projections (Robinson, Mercator, and Azimuthal)

Real analysis and synthesis of information happen when you can take multiple pieces of information and put them together to create a fuller picture of what is actually going on, and even what can occur in the future. A proper analysis is like a jigsaw puzzle that has been correctly completed.

Use this opportunity to practice writing –or represent- your responses in a variety of formats. Some items will require you to list only or identify while others will need a more complete (full sentences/paragraphs) response. Still others will demand the construction of a chart or table where you can summarize various pieces of information for easy reference.

Projections – Defining terms and recognizing patterns

A _____ is the only "perfect" representation of the Earth's surface. All maps are distorted in four major ways. The four ways maps are distorted is by the _____, _____, _____, and _____ of the landmasses being mapped. In order to make maps, projections must be made, and different projections require different distortions. For each projection listed below, complete the chart for the correct information.

Projection	Robinson	Mercator	Azimuthal
Include a Picture of it			
Purpose			
Distortion – Types?			
Distortion – Areas that are most distorted?			
There is more than one version?			
Problems?			
Socio-Cultural Implications of using it as a learning resource?			

The Big Questions:

Once finished this analysis, please choose two countries (one from Europe and one from a different continent) and compare its situation in the different projections (how big is it? Where is it in the whole world?, how important it seems on the representation? And so on). Now, decide in your group (please let us know if there is any debate around it) what could be the best projection for being used in a classroom? And justify, using the comparison of countries you have done as an example, why this is better than the others.

Search another example of one specific media that could determine/distort the vision of students about something (excluding news in any format)... bring "one" to the Wednesday class and justify how we might mitigate the effects of this resource in our classes.

And finally, find on the web another good example of a treasure hunt (AKA scavenger hunt) related to any primary school content and share it with us in your Blog doing the references to the original source.

Next Wednesday, each group will explain to others –in a 8 min presentation (not less, not more)- the comparison between countries, their decision about cartographic projections, and the examples (media, and treasure hunt) they bring to class.

OH! And PLEASE try to explain the relationship between this activity and the slogan of it: *"Media are not neutral."*

Basic first Resources

- Why do maps projection matter? http://goo.gl/mCa9oE
- Wikipedia map projection http://goo.gl/QuwM3M
- Introduction to maps. Physicalgeography.net fundamental book http://goo.gl/PQT4r6
- Scavenger Hunt on Wikipedia http://goo.gl/OSH7xI
- Internet Scavenger Hunts…. https://goo.gl/As9sCE
- The West Wing scene https://youtu.be/vVX-PrBRtTY

TASK 3:

Telling Stories: Free Resources and visual presentations

There are two basics on the use of educational resources: it is important to understand how to do a real good presentation and how to create and use free resources. For this purpose, we are going to explore them in the context of telling a good story.

First of all, take a look at this video:

Creative Commons License-Creative Commons Kiwi

https://youtu.be/AeTlXtEOplA

> **IMPORTANT:** From here on, and until the end of the semester, you MUST use ONLY free resources (pictures, drawings, music, etc.) for developing your works AND all your material MUST be licensed under a CC License.

Secondly, see the video recommended and read profoundly the blog-posts I recommend you:

- The Secret structure of great talks (Nancy Duarte)
  http://www.ted.com/talks/nancy_duarte_the_secret_structure_of_great_talks.html
- Prepare your presentation (**compulsory**)
  http://www.garrreynolds.com/preso-tips/prepare/
- Structure your presentation like a Story
  http://blogs.hbr.org/2012/10/structure-your-presentation-li/
- Design your presentation (**compulsory**)
  http://www.garrreynolds.com/preso-tips/design/
- Deliver your presentation (**compulsory**)
  http://www.garrreynolds.com/preso-tips/deliver/
- Do your slides pass the Glance test?
  http://blogs.hbr.org/2012/10/do-your-slides-pass-the-glance-test/

Now let's work:

Your mission consists on making two different slideshows:

1. Please explain what means to use Creative Commons Licence resource and how to do that in Max. 10 slides, and now, summarize the 20 basic tips for developing an excellent presentation in max. 20 slides (5 prepare, 5 design, 5 deliver & 5 general). Upload this 30 slide show (10 for cc and 20 for presentations) presentation to SlideShare (with a CC license) using the tag #Soyer1516. Please don't use the same images that you have seen

in the original sources, and do not forget this presentation is a self-delivered one.

2. Now, choose a UNIQUE (nobody else could use the same) topic, a person, a short list or Decalogue that you prefer (min 8 - max 20 facts, laws or slogans). Preferably related to any content on Primary School (p.e. the Ten Commandments, science laws, Montessori's laws, mammal's features, and so on), and please prepare an oral presentation of it –with a slideshow for supporting- and you will present it to us in the next Wednesday Big session. The length of this presentation will be 4 minutes.

More info about Creative Commons Licenses:
https://creativecommons.org/

TASK 4:

The Dark side of Textbooks

In order to finish this part of our course dedicated to educational resources we have explore in class the possibilities of one of the limits between the "classic" media and the "new" media: the video. Nevertheless, there is a classic resource that has been configured as a crucial part of curriculum, in almost every country around the world, the TextBook.

Understanding that the textbook is only another resource, but understanding also that behind the politics related to this there are many interests and a concrete way to understand education and teaching, in this weeks we will work in a work to explore "the dark side of text books".

For it, every group will read the following documents, as well as every link mentioned on them

- The Wikipedia entry about textbooks, available in http://en.wikipedia.org/wiki/Textbook
- Two papers included in your folder in SAKAI
  o Apple, M. (2000) Cultural politics and the text. Official Knowledge, 2nd edn (2000), London: Routledge, pp. 42–60
  o Crawford, K. (2000). Researching the Ideological and Political Role of the History Textbook: Issues and Methods. International Journal of Historical Learning Teaching and Research 1, 1
- And two blogposts (from the Jordi Adell's blog) in Spanish that will help us to be closer to the Spanish reality, as well as to access to some interesting documents with data about the Spanish editorial world:
  o Libros de Texto electrónicos: Peras al Olmo available here http://elbonia.cent.uji.es/jordi/2012/03/04/libros-de-texto-electronicos-peras-al-olmo/
  o Lecturas sobre libros de Texto available here http://elbonia.cent.uji.es/jordi/2011/07/18/lecturas-sobre-libros-de-texto/

Once you have read it profoundly, and only then, each group will do a presentation against the use of textbooks as basic resources in a classroom. For this presentation you could decide to use one of these formats:

- A comic
- An info-graphic
- A Twitter timeline

All BUT the timeline MUST be done using a Web 2.0 tool justifying your choice. The presentation of these works will be done on the next session and all of them must be included on your blogs, always using a Creative Commons Licence for them and using Spanish and English translation in order to improve their diffusion.

TASK 5 (The transition):

Summarizing the subject until now

Last weeks we have explored the first places that can introduce us to the use of resources in the classroom. Now it is time for exploring profoundly the world of the organization of the schools.

In consequence, we would love to do a summary that can show us what have you learnt from these weeks?

For it, each group must do an animation in video format (max 2' long) using the tool Moovly (https://editor.moovly.com/en/login), Powtoons (http://www.powtoon.com/edu-home/), OR in a stop motion format.

We will make a video contest on the next entire group session and will do the review of the semester until now.

Thanks!

TASK 6 (Fiction & Reality)

Relationships in a Complex Context

Understanding how schools are organized and how everything is in a relationship, it is crucial to understand deeply that schools are COMPLEX.

But, What exactly means COMPLEXITY at School?

In this activity we are going to explore what means complexity and how this affect the relationships at school, using two chapters (1 and 4) from an excellent book:

Starkey, L. (2012). Teaching and learning in the digital age. London: Routledge.

With each one of them we are going to do different things:

CHAPTER1: for each part of the chapter (there are 6) please find an example in the news about education (micro or macro, national or international) from the last year that could be related to each one of this (one for each). You must be able to explain the relationship among news and parts.

CHAPTER 2: this chapter explains 5 types of relationships at schools. Please, give an example (5 fiction mini-cases) where you illustrate how each one of them would affect a day-to-day teacher's situation.

In this work we are going to work with **two stars**, each one of them will presents to the work of each chapter. In the next class the Star N1 is going to be an editor of a Newspaper, and the Star N. 2 is going to be a theatre director.

Good Luck!

TASK 7 (Elections)

Leadership styles

In this context of complex institutions, which personalize the leadership and how it personalize it, it not a vain issue.

How must be the good leader?

Who would be a good leader and Who is the best leader for our institution?

There is a leadership style preferable for any institution?

These are right questions.

So, to analyse what kind of leaderships we could find in the schools, we are going to explore them in a "different" way.

Forst of all, please read some information about the four basic leadership styles, here you have a basic document, but is not the only, you can find more on the Internet.

> Hoyle, John R. "Leadership Styles." Encyclopedia of Educational Leadership and Administration. Ed. Thousand Oaks, CA: SAGE, 2006. 595-98. SAGE Reference Online. Web. 30 Jan. 2012

For next class, the star (yes only one star this week), is going to personalize a candidate to the direction of the centre... it has to have a strong style of leadership and make a 10 minutes campaign for presenting itself on the next whole class session. In this campaign, it has to show its style (not name it, please) and express what styles it doesn't have. In addition, it has to present the "characteristics" of the school (yes, you can invent those) that make him/her, the best option.

Therefore, our task will be to decide, not who is right or wrong, BUT

Who is the best candidate? in which school?

Good Luck!

Other readings:

Jamal, A. H. (2014). Leadership Styles and Value Systems of School Principals. American Journal of Educational Research, 2(12), 1267-1276.

TASK 8 (Back to speed learning)

Schools Organized, Schools that Learn

Once we started working in a Bilingüal class -especially in English-, we are tempted to understand that everything deserved to be read is in English, and it is not, and less in the case of something SO socioculturally influenced as the education is.

So, in this last activity, we are going to read 2 papers in Spanish that I really believe could help you in order to connected everything we have explored in these weeks.

> Bolívar Botía, A. (2001). Los centros educativos como organizaciones que aprenden: una mirada crítica. Contexto educativo: *Revista Digital de Educación y nuevas tecnologías. Año III. Núm, 18*.

> González, M. T. G. (2003). Estructuras para el trabajo y la coordinación de los profesores en los centros. En Gonzalez, M.T., Portela, A. & Nieto, J.M. (Coords.) *Organización y gestión de centros escolares: dimensiones y procesos* (pp. 57-74). Pearson Educación.

Using this, please propose a connection map between the Complexity paper & the Connection paper we have already read, and explain visually how the concepts expressed in these four papers are related each other.

We have started the semester in Speed Learning, and we are going to finish it in the same way. with a Speed Learning with **2 stars** that will use as a support for their discourse the map in a legible size.

Good Luck!

About Reflection

Descriptive

2 We do X **because of** Y

Dialogic

3 **I guess** X happened **because of** Y

Crític

4 **Socio Cultural Contexts**

- Facts
- Decisions

REFLECTION

1 Telling the story

Pre-reflective
It isn't reflection

Name (Yours)

Descriptive R.	Dialogic R.	Critical R.

XX %   XX %   XX %

Reference

Neville Hatton, David Smith, Reflection in teacher education: Towards definition and implementation, Teaching and Teacher Education, Volume 11, Issue 1, January 1995, Pages 33-49, ISSN 0742-051X, http://dx.doi.org/10.1016/0742-051X(94)00012-U. (http://www.sciencedirect.com/science/article/pii/0742051X9400012U)

Group Work ePortfolio

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 have to create an evaluation ePortfolio including the results of your work.

So, by groups, and **before the 24th of May** you have to create this ePortfolio following the following instructions:

The ePortfolio must be created using Google Sites, Wordpress.org, Webbly, Wix, or whatever web page creator. It will be **a PUBLIC Site** with -at least- those pages inside:

1. The **main page** which has to include:
THE NAME OF THE GROUP
Presentation (who are you)
Members
The 10 best moment of your work on this semester
Relevant URLs:
   * Blog
   * Youtube channel
   * Other (other URL -twitter, Instagram- you have use for enriching your job)

2. **1 page by Activity (you MUST include 4 activities -at least two from each part of the course: Organization & Resources - in the portfolio)**: General description of your work on this course. So for each activity, please include:
    a. General description
        i. TPACK -R
        ii. THmapprojections - R
        iii. CC&Presentations - R
        iv. Darkside of textbooks - R

       v.   Complexity NewsPaper - O

      vi.   Connections Role Playing - O

     vii.   Leadership - O

    viii.   Schools that learn - O

   b. Product: video, slideshow, TH, Newspaper, whatever you have developed for the activity...

   c. Roles on its preparation

   d. A summary about what have your learnt from it (the analyst report summary)

   e. The principal terms that you have worked on it (translator work)

   f. Self-evaluation: From 1 to 10 (1 min and 10 max) for each person of the group on this activity and one for the entire group. Justify, what is your perception of the group work on this activity? Please remember that a 5 means: everything was well done.

   g. How THIS activity help you to develop the competencies of the course.

3. **Curation**: The entire tree developed for the course (not just for those 3 activities, embed).

4. **Extras:** finally on this page you have to answer justifying the following items:

- What we remember the most is .
- The hardest thing has been ..
- The easiest thing has been ...
- The funny thing was ...
- The most boring have been ...
- Something that will be useful for sure
- What we will no longer use...
- The activity where we have learned the most has been...
- What we should improve in our work for other courses is...
- What we need to keep for other course is ..
- If we pass it is because ...
- If we fall it is because ...

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

If you don't like Google Sites, you could prepare the ePortfolio in ANY other Web-Site creator that you decide. Nevertheless, it must include the requirements as well as must be public.

Once the ePortfolio is finished, the Facilitator of the week MUST SEND a private message to the teacher (in SAKAI) 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.**

The DEADLINE for the message –without ANY exception- **is the 24TH of MAY at 24 O'clock** in the night (the night from the 24th to the 25th). Please, be sure on the 23rd that your ePortfolio is available and works perfectly, surprises are not good for you.

VERY IMPORTANT:

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 learnt these weeks); BUT if you are re-using thought for 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 (YES, CERO) on the total mark.

The oral Exam

On this exam the main goal is to listen the each group ePortfolio defence as well as to know the individual level of proficiency on the course.

For this purpose, each group will have 5 min for preparing the defence and 10 min for doing the oral defence itself.

The presentation/defence would be done in any oral format the group decides. Every member of the group must be involved BUT would be done synchronically or a-synchronically.

For it, in the classroom you can work with the classroom normal computer (or your own). If groups will need any other material, the group must provide it on the same day for the exam.

Once the presentation of the group will be finished, it will start the individual part of the exam. The teacher will ask to every member of the group two questions related to: the activities and the theoretical content of the course. Students will have around 3 min to prepare the structure of their answers and will answer by turns.

It is compulsory to answer the two questions correctly to pass this part and the teacher could re-ask for making the mark more detailed.

Assessment Criteria:

- In the group part information is complete and enough to understand the group work

- Presentation has been prepared deeply and creatively

- The Student dominates the course contents and its relations with the educational reality

- The Student dominates its ePortfolio group proposal

- The Student is able to argue and organize its thoughts properly

- The student is correct and fluent presenting and answering the information in the course official language (English).