

West Texas A&M University Educator Preparation Program
Technology Embedded in Course Curriculum

The Educator Preparation Program (EPP) at West Texas A&M University consistently looks for opportunities to integrate technology into all classes.

Science Methods 4381:

In the Science Methods course, the pre-service teacher candidates create e-books for science learning using iPads. The professor of this course has presented at ISTE twice highlighting the work done in Science Methods - 4381. Additionally, the professor utilizes a lot of digital video including TED Talks in online teaching.

Learning Activity 1 – Candidates are provided links to 14 different apps they may use in the classroom. The professor includes one website for each app as a resource. The candidates study each app and learn more about it. Some of the websites have short videos to explain things in more detail. After the candidates feel comfortable with all 14 apps, they are evaluated on these by taking an online quiz.

Learning Activity 2 – <https://blogs.umass.edu/onlinetools/assessment-centered-tools/edpuzzle/>

On this site’s main page, candidates will see links at the top of the page:
For each of these apps or tools, candidates will write a short summary that describes the app, and then, explain how they might use it in the classroom. This summary and explanation should be at least 1 paragraph (5 sentences minimum). Candidates will have a total of 4 paragraphs, one for each of the tools.

Standards addressed:

- Facilitate and Inspire Student Learning and Creativity
- Design and Develop Digital Age Learning Experiences and Assessments
- Model Digital Age Work and Learning
- Promote and Model Digital Citizenship and Responsibility

App	Link
Edublogs	https://www.youtube.com/watch?v=5gzJNMEFkNM https://edublogs.org/
Plickers	https://www.youtube.com/watch?v=aioVCdh7IRM https://get.plickers.com/
PowToon	https://www.youtube.com/watch?v=nNJVdep29Ls https://www.powtoon.com/home/?
Educreations	https://educreations.com/
Animoto	https://animoto.com/
Socrative	https://www.socrative.com/
Prezi	https://www.prezi.com/
Wordle	http://www.wordle.net/
Tagxedo	www.tagxedo.com/

QR Codes	https://www.qr-code-generator.com/
Quizlet	https://quizlet.com/
Kahoot	https://kahoot.com/
Remind 101	https://www.remind.com/

Integrating technology in EDRD 4302

Tophat Activity:

For the active involvement in the class discussions, students in EDRD 4302 interact with the instructor and their peers, using their laptop or a cell in tophat.com. This activity promotes rich interaction with the discussion topic and allows the instructor to check students' mastery of the lesson as they respond to each question in class. Once students learn this activity, they would apply this activity with young children when they need to discuss any topics in the classroom.

Quizizz.com Practice:

Candidates in EDRD 4302 practice how to create multiple choice questions, using quizizz.com and learn how to use the test results in the classroom. This activity enhances pre-service teachers to utilize technology in a daily routine procedure. This activity can be easily extended to quizlet.com and Kahoot.com. Once students learn how to create online quizzes, they would employ these quiz websites with any subjects for any grade levels of children.

Lesson Plan Presentation, using Youtube:

Based on the lesson plans that they developed in the course, students in EDRD 4302 videotape their performance, using Youtube for 5-10 minutes. Students must make hands-on activities and actually show how to use them in the lesson as they record the video. After posting their video performance, students will review and respond to other posts and make productive comments in the discussion forum. Students also learn how to keep the child/parent's privacy and to blur faces in Youtube.

Integrating technology in EDRD 4304

Video Introduction:

As a way of creating a learning community at the beginning of the course, students in EDRD 4304 post their video introduction, using Youtube. Since this course is designed for students who will be teaching content subject areas, rather than reading, this activity allows the class to get to know one another in a positive way and demonstrates their digital literacy as a future educator. As they respond to other posts, students also learn our class dynamics and it helps to create a community of learners in the online learning environment. Students are aware of the importance of the privacy when using Youtube.

Online Storybook Publishing:

Students in EDRD 4304 actually create a storybook online and publish it, using Storyjumper, Storybird, Talespring, StoryMaker, Pixton, or Make Believe Comix. With video instructions/tutorials and the project samples, students enjoy creating a book to teach their target vocabulary in the content subjects or personalized stories to teach certain themes or multicultural topics. Once they are comfortable creating online storybooks, students may invite young children to join creating storybooks online in the future and use them in the classroom during independent reading time, at the learning centers, etc.

Professional Edublog Project:

Students in EDRD 4304 practice to develop an e-portfolio in the Edublog project as they compile their biography, educational philosophy statement, lesson plan samples, storybook link that they created in the course, 3 websites/Apps evaluation, and their own boxes to show off their strengths and additional interests. This activity promotes their organizational skills in an Edublog format and helps them how to represent their personal and professional accomplishments in their content areas and share useful information with others. This activity can be extended to an e-portfolio with young children and share with parents in the future.

Classroom Management:

In Classroom Management, candidates constantly discuss how integrating Technology into the lesson is a very effective tool in attaining a high level of instruction and student success. The professor utilizes outside speakers such as Canyon ISD's Chief Technology Officer, and discuss all types of google classroom applications, all of the different aspects of technology that are available to teachers, and overall general technology applications within the lesson presentation. Candidates watch Ted Talks, and You Tube videos featuring some of the country's leading experts in technology that discuss the benefits of technology in the classroom. Other examples of technology applications we discuss are flipping classrooms, and considering tools educators can use to communicate with parents.

Quizizz (EDPD 6331; EDPD 6310; EDSE 4320; EDSE 6333; EDPD 4340; EDPD 3340) – Quizizz allows the participant to conduct student-paced formative (or summative) assessments. The teacher creates their own quiz, then students can complete it at home or in class. The teacher has a choice to use a timer or not. It is very user friendly for students and teachers. It is versatile and can be adapted to almost every grade level and content. Reports give you detailed class-level and student-level insights for every quiz conducted. Teachers can also download the reports as an Excel spreadsheet. It has a review at the end and many options within the program to scramble questions, scramble answers, and to use memes. It makes learning feel like playing. Students can join the game from any device, including laptops, tablets or mobile phones.

Kahoot (EDPD 6331; EDPD 6310; EDSE 4320; EDSE 6333; EDPD 4340; EDPD 3340; PACE Intro Course {Competency 9}) - This is a tool for formative assessments usually played in group settings where players answer on their own devices. The questions are displayed for the whole class at once and students answer on their individual devices. Participants can play with students in another classroom as long as they have the pin to log in. With the challenge feature

on the mobile app, it is possible to assign kahoots as homework. Students play kahoots on their phones for practice and reinforcement. In homework challenges, questions and answers will appear on their phone screens. Teachers can choose a kahoot, assign it as a challenge and share the link or PIN with students. It keeps summaries of all learners' results and creates multiple reports for teacher evaluation to pinpoint whether it is a student or the whole class when a question is missed. Kahoot promotes social learning and discussion.

After students use a Quizizz or Kahoot in class, the professor ensures that they are looking at the teacher reports and gathering data to evaluate areas that need re-teaching, clarification, and strengths. As a class, the teacher and the pre-service candidates discuss how to sift through the data as a (pre-service) teacher and focus on what is important.

Flipgrid (EDSE 6333; EDPD 6310)- Flipgrid is a social learning platform that allows educators to ask a question; then students respond in a video. Students are able to respond to each other creating a "web" of discussion. Flipgrid can elevate the academic level of the class, by asking students to use their voice- sharing ideas, opinions, methods, and experiences. Students are comfortable recording their responses and find it engaging to see what their peers have to say. Flipgrid gives the student in the back of the class a chance to have his / her voice heard. Not one person can dominate a class discussion on Flipgrid. Teachers have the ability to control video lengths (from as little as 15 seconds to 5 minutes). Additionally, they can approve the videos before they get posted for the whole class to view. Flipgrids are private and not open to the public unless the teacher sets them up that way. Flipgrid can increase the collaboration from your students.

By personally using and creating lessons using these technologies, pre-service teachers are adding tools to their toolbox and learning how to support their objective with all-inclusive student engagement.

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Additional apps used in EDPD 6310:

- Google forms,
- Google folders,
- PicMonkey,
- Prezi,
- Read&Write,
- Students are also asked to research additional apps for their content area in EDPD 6310.

Math Methods

1. In all my classes I communicate using the app Remind. The students really like this because they don't always check university email, and they don't have to log in to the university system; it goes straight to their phones.
2. Google classroom or bulbapp for the students to complete a digital portfolio assignment.

3. Students identify 3 apps or websites that align with a math concept to be used in their future classrooms
4. Youtube videos to support teaching concepts
5. Websites to help our preservice teachers understand ADD & ADHD