C.L.A.S.S.

Connecting Learning Assures Successful Students

E-TOOLS
April 2009

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**For more information and
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http://joyofclass.pbwiki.com

Upcoming Events

**Differentiated Instruction,
Literacy & Collaboration!**
at Davenport, Iowa with Barbara
Pedersen & Jim McMillan
Monday, June 15, 2009

**2009 C.L.A.S.S. Summer
Institute**
Hosted by the C.L.A.S.S. staff,
Special Guest: Jean Blaydes
Madigan
**Pike Freshmen Center
Indianapolis, Indiana
June 29 - July 2**

**Teaching with ♥ Institute
Helping Disadvantaged Students
Believe & Achieve
Avon Intermediate School West
Indianapolis, Indiana Area
July 20 - July 23**

**To register please contact
the C.L.A.S.S. Office.**

April Issue: We're "Blooming" with Technology!

"The purpose of education is to change the thoughts, feelings and actions of students."
-- Dr. Benjamin Bloom

Welcome to C.L.A.S.S. E-Tools!

       This month we're focusing on the new Bloom's Taxonomy and how we can use technology to move students to those higher order thinking skills. Created by Dr. Benjamin Bloom (1913-1999), the Taxonomy was first published in 1956. Over the years there had been several updates, for example in 2001 terminology was altered to put in line with current understanding of how children learn.

       C.L.A.S.S. uses the new Bloom's as part of S.P.R.W.   The different levels help guide educators to create learning opportunities that have students using higher level thinking skills. The activities that are designed not only provide a vehicle for students to share (Relay It) what they have learned but also give teachers a way to assess students as well (Weigh It). For this month's E-Tools we will only focus on the top 3 of the new Bloom's Taxonomy.

Source: "Bloom, Benjamin." World Book Encyclopedia. © 2009.

Creating

• **Students are to create a video highlighting the main concepts and ideas from the last unit. Explain to them this is meant to be a video you can play next year as an emotional hook for next year's class.**

• **Many students are familiar with social networks such as Facebook. Take a character from a novel or a famous person and ask them to use Word™ or PowerPoint™ create a profile page for this famous person.**

• **Students could use http://www.wordle.net/create to create a word cloud of the key words, phrases, or main ideas of a text. (Avoid the gallery as some of the wordle's created by others are not appropriate for students).**

Creating

• **Wikis allow multiple students to access, edit, revise and update webpages from any computer. Start the wiki at the beginning of the unit and assign students to find materials to add and build the wiki together throughout the entire unit. (Tracking allows anyone to see who is adding information.)**

• **PowerPoint™ pointlessness is beginning to grow. Too many slides with too much text. Presenters read the slides to the audience. Have students create a PowerPoint where the images behind them enhance their speaking presentation. Any text is purposeful and can be a reminder to the presenter. See more resources at: http://informationfluency.wikispaces.com/Digital+Storytelling+and+Reforming+PowerPoint**

Analyzing

• **Wikipedia is a wiki where anyone can contribute articles and information. While often it is the most current place for updates, there are often errors and mistakes found within the articles. Students could take articles that relate to the unit of study and research to determine if all the information in Wikipedia is true.**

• **Students create a poll or survey to collect data to analyze. There are several online resources that might help in collecting that information. You can find a list of some of them at:**
http://newtoolsworkshop.wikispaces.com/Polling+tools

Analyzing

• The Library of Congress has been putting out more and more of their resources in various Web2.0 resources. A lot of their images have been uploaded to Flickr. http://www.flickr.com/photos/library_of_congress/ Students can see many primary resources there. For example, students can see many images of Abraham Lincoln. What do the pictures tell us about him? the time period? How does the man change over time? What events might have help change his demeanor, appearance, etc?

• Programs like Excel™ allow students to create graphs, but there are online websites where students can also create graphs. Use these to help students analyze the data they collect.
http://nces.ed.gov/nceskids/createAgraph/default.aspx

Evaluating

• Blogs are online journal entries. Students can post their ideas and opinions and other students can respond back to them. This creates the opportunity for debate and discussion. Be clear to set procedures and guidelines for appropriate posts and responses. Some resources where you can create blogs and get ideas are posted at:
http://newtoolsworkshop.wikispaces.com/Blogs

• Blogs could also be a way for self-reflecting. As students are working on a project, ask them to post to their blog their thoughts and ideas. (Another way would be to have students keep a Word™ document and add to it each day.)

Evaluating

• **Think about a website like Amazon where customers can write their opinions, thoughts, and ideas about the books, music, movies, etc. Ask students to write that same kind of review. Some library catalogs will even let your students enter them for others to read.**

• **Think about the talk shows on television these days. Many of them have at least two and sometimes more talking and discussion an issue. Use a video camera to film students debating and discussing. Have the students play the video back. What do they notice about the discussion? What kind of movements or gestures do they make?**