5 Ways to Use Apps in a Differentiated Classroom

Video Playlist: http://bit.ly/1L8d0b5

Objectives:

- Teachers will use apps to scaffold instruction for all learners in a diverse classroom.
- All students will use apps as an access point to grade level curricula.

Essential Questions:

- Why might it be effective to structure small group projects using technologies?

- How do you communicate your expectations for technology use to all students?

- How do you assess the use of apps in your classroom?

Now, let's explore some general apps that fit into the following categories:

- Gathering information
- Organizing information
- Displaying information
- Modeling information
- Sharing and Presenting information

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Gathering Information:

GooseChase (Apple, Google Play)
Kahoot (Web)
PollEverywhere (Apple, Google Play, Web)

 **goosechase.com (grades 2-12):** Photo scavenger hunt  **getkahoot.com (K-12):** Quiz game with photos  **polleverywhere.com (grades 2-12):** Survey and quiz tool	
How will you, as a teacher, use one of the apps?	**How will your students use one of the apps?**
What are your expectations for students while using this app?	**How will you assess the use of this app in your classroom?**

Teacher Use Examples:

- Assessment
- Social Awareness activities
- Exit ticket

Student Use Examples:

- Polling peers
- Data collection
- Voting

Organizing information:

Skitch (Apple, Google Play)
Popplet Lite (Apple, Web)
Easel.ly (Web)

<table>
<tr><td colspan="2">  evernote.com/skitch (K-12): Annotate pictures
  popplet.com (K-12): Mind-map tool
  easel.ly (grades 3-12): infographic tool</td></tr>
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Teacher Use Examples:

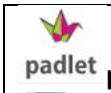
- Task lists
- Student schedules

Student Use Examples:

- Collect information representing a concept
- Creating mind-maps and timelines

Displaying Information:

Padlet (Apple, Google Play, Web)
Pic-collage (Apple, Google Play, Web)
KidBlog (Apple, Web)
TodaysMeet (Web)

<table>
<tr><td colspan="2"> 
  padlet.com (K-12): Post virtual sticky notes on a wall
  pic-collage.com (K-12): Photo editor
 kidblog.org (K-12): Blog site (cost)
  todaysmeet.com (grades 2-12): Discussion forum</td></tr>
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Teacher Use Examples:

- Topic summary
- Sorting activities
- Student portfolios
- Create a Webquest
- Gather feedback

Student Use Examples:

- Post questions before starting a project
- Showcase work
- Create a class rotating story
- Backchanneling while viewing videos

Modeling Information:

Educreations (Apple, Web)
ExplainEverything (Apple, Google Play, Web)
Google Street View (Apple, Google Play, Web)

educreations.com (K-12): Recordable whiteboard


explaineverything.com (K-12): Whiteboard with screencast tool


google.com/maps/streetview: (K-12): Panoramic views from many streets in the world

How will you, as a teacher, use one of the apps?	**How will your students use one of the apps?**
What are your expectations for students while using this app?	**How will you assess the use of this app in your classroom?**

Teacher Use Examples:

- Model processes
- Share background information on various topics

Student Use Examples:

- Create videos to share information
- Share locations for topics of study

Sharing and Presenting Information:

FotoBabble (Apple, Web)
AudioBoom (Apple, Google Play, Web)
Voki (Apple, Google Play, Web)
Sock Puppets (Apple)

fotobabble.com (K-12): Photo narration tool

audioboom.com (K-12): Record and share sound files

voki.com (K-12): Create a talking avatar


Sock Puppets (K-2): Create lip-synced videos

How will you, as a teacher, use one of the apps?	**How will your students use one of the apps?**
What are your expectations for students while using this app?	**How will you assess the use of this app in your classroom?**

Teacher Use Examples:

- Share learning objectives with students
- Provide feedback

Student Use Examples:

- Send a list of questions to an expert or to another class
- Create a video to share information with others

Research:

- **Inclusive Classrooms Project:** http://www.inclusiveclassrooms.org/practice/technology

  Along with the mandate from the federal government to provide appropriate assistive technology devices to students with disabilities, we have also seen a proliferation of technologies developed either for education, or that can be used in education. (Think of SMART boards, computer learning games, and now iPads.) Although among some experts in technology and assistive technologies, debates often ensue about the lines of demarcation between generalized educational technologies and assistive technologies, we think teachers do not receive much guidance from this debate. Rather, and in accordance with the law, we advise that the IEP team carefully consider what technologies, assistive or general, a learner may need to fully access the general education curriculum. It is then imperative that the individual student and the student's teachers receive strategies and support so fully utilize these devices.

  Teachers need to understand how technology can benefit student learning. Technology can allow a teacher to access each and every child's individual learning style while providing a platform where students can work at their own pace. Technology can help teachers balance the limited instruction time by providing activities, project-based learning, and one-on-one coaching and peer support all while making learning interactive and fun. Well employed use of technology in the classroom can allow teachers to tailor learning to students' individual needs while freeing up classroom time, leaving teachers more time for projects, one-on-one coaching, and more creative activities.

- **Apps for 21st century learning in the inclusive classroom-inclusive classroom podcast:** http://bit.ly/1McV67C

  In today's classrooms we have a wide variety of student abilities; the challenge is to utilize technology to enhance and transform learning in order to meet the needs of our diverse student populations (for more information on this concept, see a brief introduction to the SAMR model: http://www.hippasus.com/rrpweblog/archives/2013/10/02/SAMR_ABriefIntroduction.pdf). To begin this process, the challenge is for teachers to develop expertise in facilitating the use of content-creation apps. The teacher's role is the selection and integration of these apps in order for students to be able to explore and control their own learning. As there is no prescribed method of using content-creation apps, they can be manipulated and used in many different ways, for many purposes.

- **iPad App Resources:**
  - http://www.smartappsforspecialneeds.com/2013/11/advocacy-101-inclusive-practices.html
  - http://education.cu-portland.edu/blog/special-ed/9-ipad-apps-for-the-special-education-classroom/
  - http://www.friendshipcircle.org/blog/tag/technology/

Setting Clear Expectations for Small Group Projects and Assessing Group Work:

If students are working with apps in collaborative groups, it is important to set clear expectations for the work and to assess the students' work. Below are some ideas:

Instructor tasks:

- Before groups are formed, the instructor provides an academic or project rubric, agendas, checklists, and timelines:
    - Rubistar for rubric creation: http://rubistar.4teachers.org/index.php
    - Rubrics for educators: http://www.schrockguide.net/assessment-and-rubrics.html
    - Tool for checklist creation: http://pblchecklist.4teachers.org/index.shtml
- The instructor develops both formative and summative assessments. Students and instructors use a rubric or checklist:
    - Formative assessment ideas: http://www.scholastic.com/teachers/article/what-are-formative-assessments-and-why-should-we-use-them
    - Assessment information: http://on.nyc.gov/1yc6Xf4

Student tasks:

- Students develop goals or questions for learning based on the expectations or outcomes.
- Students create group roles, tasks, checklists, and/or timelines for the work. (Project planning self-assessment: http://bit.ly/1LqI9g3)
- Students work collaboratively and discuss the experience.
- As needed, students use group-developed questions to obtain more information.
- Students use formative assessment results to determine group needs throughout the unit/learning activity.