

**ARRA/Title II, Part D: Enhancing Education Through Technology
COMPETITIVE GRANT PROGRAM – 2009-10 SCHOOL YEAR**

Technology for Social Studies

1. Program Description (no more than 2 pages): Detail how technology will be used to improve student achievement of at least one (1) social studies grade expectation. **(50 Points)**

Grant Goal: I am proposing to use the Apple iPod Learning Lab for instructing my unit on American Decades 1920-2000 in order to enhance learning by my diverse community of learners. By creating pre and post surveys about content knowledge, I will be able to blend instruction with assessment. The iPod touch devices will allow me to gather data anonymously, create small study groups to research critical topics, allow students to organize their scope of work, and perhaps most importantly, allow students to interview community members and post all of the information online so that the community at large can contribute to our learning. The grant will purchase the Apple iPod Learning Lab which is comprised of 20 iPod touch devices and a charging and syncing cart, to gain vital access to the multitude of applications available for research and presentation of data.

In teaching upper elementary students social studies, one must assume that young children have the need to understand their own personal histories. How does my understanding and exploration of my personal history influence the way I perceive the world or inform me? Children can make sense of their own histories and understand how each unique story informs us about our broader role in the tableaux of man over time.

Technology has revolutionized the way all people learn and 21st century skills will require a high level of collaboration and maintaining high standards of excellence for our students to compete or survive global competitiveness. If one is to believe that children are greatly influenced by their social environment in learning, then clearly educators should embrace the use of technology to streamline and enhance project-based learning.

The VT learning standards addressed in the work:

- H &SS 5-6:8 Students connect the past with the present by...(entire standard)**
- H &SS5-6:9 Students show understanding of how humans interpret history by...
Identifying attitudes, values, and behaviors of people in different historical contexts.**

The original idea to use a student response system (SRS) for formative assessment came to me one day as I examined my class of diverse learners. I have several children who are ADHD, two with Asperger's, and another group who are below grade level in reading. I mused as to how I could create an innovative learning situation where all children would be engaged and successful at achieving the standard. Reading in social studies and science texts is a weak skill for many of my learners and most dislike textbooks or trade books. Students want to be online where the task of reading and researching is engaging and interactive. What could be more engaging than each child holding an iPod and responding to a series of probing questions? Using the SRS technology would give me immediate feedback and also the students would get real time feedback as to what concepts or ideas they understood. The online pre-surveys would streamline the formative assessment process. I would employ post-surveys to ascertain if the learning standards were met.

The second aspect of using the iPods is to gather historical information from community members about their experiences during the historical decades of 1920-2000. Each student is assigned a decade and has to research the decade. One learning goal is a face-to-face interview with a community member. The students would be able to use VoiceThread and other Web 2.0 tools to gather audio and/or video evidence of their interview. We will take photographs of each interviewee, post their homes on Google map, and create a sustainable web page in conjunction with the local Chester Historical Society. The site would be continually changing as people added their recollections. The students would be in charge of responding to the blog entries each day and gain a real understanding of what life was like during each decade.

Young children enjoy hearing family stories of the past and present. Children at very young ages begin to understand the similarities and differences of their own experiences when compared to others. They begin to realize that although every person has their own unique story, we all share the one broader human experience. By synthesizing the experiences of others into our personal view, one makes sense of history, and as Piaget might argue, construct our own learning in a meaningful, powerful way. The compilation of community stories would be an engaging learning experience.

Technology will allow all students equal access to this authentic learning experience. Whether a child is shy, cognitively challenged, attention deficit, or brilliant, the use of the iPod touch device will allow the formative assessment and final interview product to become a real world learning experience for each student as well as an ongoing educational portal for the entire community.

Scope of Work-

- two 5/6 classrooms with a total of 40 students will take part
- unit pre assessment survey using SRS (two days) Classroom teacher/ library media specialist
- data gathering of primary sources using SRS, selecting predetermined podcasts, apps, subscriptions, music (professional development time- two days)
- establish classroom Wiki/blog or other web 2.0 tool for collecting information
- record audio/video sessions of interviews (two weeks) students and two teachers
- share the work with the community
- post survey with SRS's (four days)

Timeline

- January of 2010 purchase and train staff and students in use of SRS's
- February onsite training to set up applications for SRS's
- March/April Introduction of decades unit, starting with pre-assessment using iPod touch device and ResponseWare subscription
- April independent research of primary sources
- April development of class Wiki/blog for collection of secondary source information.
 - o Students use iPod touch (at least) weekly for formative assessment data
- May final presentations of decade work
- June post surveys using SRS's and project scoring rubric completed
- Ongoing development of website and examination of data posted on Wiki/blog

2. Capacity for Success (no more than 1/2 page): **(20 Points)**

- I am currently a participant in Creating 21st Century Classrooms: Connecting the Dots II-South where I am actively trying to integrate more 21st century skills into my teaching. The two other professionals in the school who would collaborate with me on using the SRS's are also participants in the 21st Century Classrooms course.
- Our Educational Technology Consultant is integral to the professional development surrounding this grant and a Distinguished Apple Educator who supports all innovative initiatives and has the expertise to assist teaching staff with training and troubleshooting.
- The Chester Historical Society supports our efforts to bring interactive technology into their ongoing community archiving work.
- Our local school board and community has strongly embraced the advancement of teacher training and technological upgrades.

3. Evaluation (no more than 1 paragraph): Describe how achievement of the program goal will be evaluated: **(10 Points)**

- Students will be evaluated by comparing their knowledge using the pre and post assessments developed for the SRS's.
- Students will work collaboratively with other group members in order to create an interactive and innovative presentation about their decade through the use of Web 2.0 tools on the iPod touch.
- Decade interviews and web information will be assessed by using a rubric that addresses both content and process skills. Given the two GE's, students will be assessed as to whether they meet the targeted GE's.
- Students will write a response explaining the strengths and weaknesses of using, for the first time, a handheld mobile device, instead of a laptop for research, data collection, and project completion.

4. Budget Narrative (no more than 1 page.):

Apple iPod Learning Lab (\$5,999) is the key technology to be used in this project. The Apple iPod Learning Lab provides an easy and reliable way to bring the power of iPod to the classroom. The Apple iPod Learning Lab makes it easy to manage multiple iPod devices at once. The mobile cart allows educators to charge up to 20 iPod devices at the same time and sync 20 at a time to one computer. The teacher has a full range of options for providing access to the necessary resources for learning including educational apps, audio files, podcasts, iTunes University and other personal productivity tools.

One key iPod App is called ResponseWare™ by Turning Technologies that allows students to use the iPod to respond to a question posed by the teacher in order to give the teacher instant feedback. The feedback helps the teacher manage the learning environment. There is a cost of \$500 for a four year subscription for the 2 classrooms. For more information:

<http://www.turningtechnologies.com/studentresponsesystem/mobiledistancelearning/responseware/>

Professional development

There are a slew of online tutorials and teacher guides for both the ResponseWare and using iPods in a classroom. In preparation for use, two classroom teachers, the Library/Media Specialist and Educational Technology Consultant need to do the following:

Learn how to:

- use ResponseWare for student responses to pre-, post- and formative assessments (on site half day class estimated at \$750 including subs)
- use the iPod touch device
- select appropriate resources (podcasts, iTunes U materials, video, audio), download, organize and arrange for student use
- synch the “master iTunes Library” with the iPods
- Select and setup appropriate tool for wiki/blog and data collection

The Educational Technology Consultant will receive \$430 to organize and lead the six after school sessions and two February break training days as follows:

The primary classroom teacher will do:

6 weeks x 2 hours x \$20 / hour = \$240 (January and February)

2 days x \$150 /day = \$300 one day iPod day, one day wiki/blog (February break)

The second classroom teacher will do:

6 weeks x 2 hours x \$20 / hour = \$240 (January and February)

1 days x \$150 /day = \$150 iPod related tasks (February break)

The Library Media Specialist will do:

6 weeks x 2 hours x \$20 / hour = \$240 (January and February)

1 days x \$150 /day = \$150 wiki/blog related tasks (February break)

Budget Page

Technology for Social Studies

Budget (*Describe as appropriate)	TOTAL
Professional Development (25% minimum) see budget narrative	\$2,500
Evaluation (10%)	\$1,000
Hardware: Apple iPod Learning Lab \$5,999	\$5,999
Software: ResponseWare web license for 50 users	\$500
TOTAL	\$9,999

*Remember to include the Budget Narrative as describe on page four (4).

**ARRA/Title II, Part D: Enhancing Education Through Technology
Competitive Grant Program – 2009-10**

PROPOSAL COVER PAGE

School District or SU	Windsor Southwest Supervisory Union		
DUNS (Data Universal Numbering System) #	800539905		
Contact Person	Patricia Gutierrez		
Phone	802 875-2108		
Fax	802 875-3998		
E-mail	pgutierrez@wswsu.org		
Grant Program Area	Technology for Social Studies		
List all schools for which this proposal applies	<u>Schools</u> Chester-Andover Elementary School	<u>Grade Spans</u> K-6	<u>Enrollment</u> (To be completed by VT DOE)
Total Funds Requested	\$9,999		
Childrens' Internet Protection Act (CIPA) Certification	Superintendent has certified CIPA compliance (Check one or more): <input checked="" type="checkbox"/> on school technology plans <input checked="" type="checkbox"/> on last E-Rate application <input checked="" type="checkbox"/> on 2009 Consolidated E-Application		
Superintendent's Signature			
Date			