Chromebooks as a Learning Tool

Monday, October 24, 2017
6:00-7:30pm
Chromebook Usage at DRHS
Statistical look at Google Classroom and Chromebook Usage by department

English: GC 100%

Weekly frequency of device usage: 100% daily with 12.5% utilizing it less than 10 minutes, 37.5% utilizing it for 10-20 minutes, 37.5% utilizing it for 20-30 minutes, and 12.5% utilizing it more than 45 minutes.

Modern Language: GC 50%

Weekly frequency of device usage: 50% 2-3 times/week

FACS: GC 100%

Weekly frequency of device usage: 15% of the time
Chromebook Usage at DRHS

Statistical look at Google Classroom and Chromebook Usage by department

Science: GC 81%

Weekly frequency of device usage:

- 15% of teachers are using the Chromebook 1 day a week
- 8% of teachers are using the Chromebook 2 days a week
- 15% of teachers are using the Chromebook 3 days a week
- 31% of teachers are using the Chromebook 4 days a week
- 31% of teachers are using the Chromebook 5 days a week
Chromebook Usage at DRHS

Statistical look at Google Classroom and Chromebook Usage by department

Special Education: GC 25%

  Weekly frequency of devices: 40% of time outside of LifeSkills

Business: GC 66%

  Hardwired labs, therefore minimal device usage

Social Studies: GC 83%

  Weekly frequency of devices: 3 days/week (for those that have them)
Monitoring/Filtering Process

District flags inappropriate student use and searches (Go Guardian)

District contacts campus with a severity rating of misconduct (0-10)

Grade level administrator addresses issue and concern

Consequences

- Depending on severity, consequences range from:
  - 1) warning
  - 2) Chromebook removal and kept in Admin offices
  - 3) student account being disabled (not used yet in 16/17)

DRHS has only had 6 “flags” with consequences
Miscellaneous

Cameras on the Chromebooks - not monitored

Guardian Report through Google Classroom

HAPARA

Device Protection Plans - 148 purchased

Repairs: about 10/week (primarily cracked screens)
Q: Are there extra Chromebooks for upperclassmen?
A: No, they will use the thin clients available in the classroom.

Q: What collaborative efforts are in place to assure that Chromebooks are being utilized as the learning tool?
A: Through PLC’s (Professional Learning Communities), teacher coaching, and evaluation teachers are always monitored to assure that best practices are in place.

Q: Is there an auto grade feature in English and Science?
A: No, some days I wish, but no. That would not be best for kids.

Q: How do students print pages for class if we don’t have a printer at home?
A: Students can print in the library for $0.05 per page. Additionally each department has a printer for student use that is free. Larger issues should be addressed directly with the teacher.
DRHS Campus Chromebook Q and A

Q: How can parents access before and after they are completed/graded?
   A: That is an issue that is not new. Much like when assignments are on paper, much of the responsibility falls to the student to share with parents what they need work on and what is handed back graded (electronically or otherwise). I wish I had a better answer. Stay tuned for an idea though!

Q: What digital citizenship training will the students receive?
   A: The students receive their first training during JCT back on September 21st. This is the same day as the training for parents. We hoped it would offer a pathway to at-home discussions between parents and students.
The Flipped Classroom

EDUCAUSE defines a flipped classroom as a model where typical “lecture and homework elements of a course are reversed.”

The goal is utilize class time for “[inquiry] about lecture content [where students can] test their skills in applying knowledge, and interact with one another in hands-on activities.”

We remember class time being devoted to the lecture, or input of the lesson where the teacher does most of the talking and we wrote copious notes and then the practice and application of the learning happening at home.

The flipped classroom asks a students to engage in the lecture at home, take notes and create questions that can then be answered and applied in the classroom.
The Flipped Classroom

This model allows for the following:

★ Students are able to take in the information at their own pace without fear that they are being left behind. Students can read or watch the videos as many time as necessary for comprehension.
★ Parents can view lessons with the child in order to be “in the know” and receive the same, accurate input as the student
★ Students learn to be proactive and take responsibility for their learning. Think about what you do as an adult when you need to research a topic or prepare for a project at work. The flipped classroom offers real world experiences for students.
The Flipped Classroom

This model allows for the following:

★ Classroom time is then used to teach students how to apply the knowledge they have learned.
★ The next day in class, teachers can focus on the truly important topics from the lecture and practice the application with the students.
★ Belief: This model takes the teacher out of teaching. False: This model puts the teacher in the middle of the learning instead of at the beginning (notes) and the end (quiz or test).
Example of Flipped Classroom in Senior English

Next week my seniors will begin a unit of study on Rhetorical Analysis and the Rhetorical Situation.

On Tuesday night they will read and annotate (number paragraphs, circle and find synonyms for unknown words, and make notes in the margins about what the Rhetorical Situation is using an annotation resource handout.

Wednesday in class we will look at the following slide show

I have taken the most important pieces of the input to go over with students. Students have the opportunity to ask questions and make additions to the notes

We will then go through the activity (which would traditionally be homework, together)
The Google Suite

Commonly used Google Apps include: Docs (Word), Sheets (Excel), Slides (Power Point), Forms (a place to compile data via questionnaires), Mail (e-mail), Calendar (Outlook).

All students have an @gilbertschools.net email address for academic use.

Some benefits of usage include:

- Automatic saving
- Sharing capabilities (This is a great tool for parents!)
- Feedback in real time
- Common language for teachers and students
- Everything is stored online so it is never “left at home”.
Having your students share their documents with you keeps you informed on their learning. Make it a requirement for all larger assignments and you will have real-time information as to what your student is working on BEFORE it is due.
Edit: you can do anything
Comment: you can add items but the owner must approve
View: you can only look
Puritans are Life

Do you love dancing and merriment? Well then, you’re going to Hell! While this is an extreme consequence, the Puritan lifestyle embodied this idea. The Puritans escaped to the New World from England in search of religious freedom from the Anglican Church. They imposed plainness, hard work, and glorifying god because they were “chosen” by God, and these traits mold a “perfect” society. In various Puritan writings, authors convey the values, strengths, and flaws through the use of literary devices.
The student says they worked on their essay last night, but they have been in here in more than a year! Click the button “Show more detailed revisions to see even more.”
You can look at exactly what they typed each time they were in the document.

Do you love dancing and merriment? Well then, you're going to Hell! While this is an extreme consequence, the Puritan lifestyle embodied this idea. This defines their beliefs due to the fact that they want to get into Heaven, they don't want anyone to sin, and they were part of God's plan. The Puritans escaped to the New World from England in search of religious freedom from the Anglican Church. Therefore, they enforced plainness, dull colors, and hard work because they were “chosen” by God, and these traits mold a “perfect” society. In various Puritan writings, authors convey the values, strengths, and flaws through the use of literary devices.
Google Classroom

According to Google, Classroom is designed to be a forum “distribute assignments and provide feedback”.

Basically it is an over the web classroom where teachers can send and receive communication with our students.

Teachers see work in a formative way—during the learning process.

It is not a grading/for points forum.

Parents must set up their Guardian settings so that they can best utilize the automated email service.
Turnitin.com is a website used by “over 15000 institutions” for the purpose of supporting proper citation placement in academic, published writing.

In English, it’s a place for students to submit their writing for teacher evaluation. The site automatically checks for plagiarism and usage errors. When the instructor sees the paper, it is summative, an evaluation after learning has taken place.

Students can:
- Get feedback on their grammar and usage as well as a plagiarism report before the teacher evaluates the writing

Teachers can:
- Offer feedback in writing or recorded voice but can only send information
- Evaluate essays using rubrics that we create
Most Common Uses as a Learning Tool in English
In the novel Death of a Salesman, Arthur Miller depicts the character, Willy Loman, as a man who, unlike his peers, is financially unstable and is struggling to achieve his dream of becoming a successful and popular businessman within society. Willy again, unlike most, chooses to ignore his true situation by lying to his wife and children about his career, and further strengthens his belief in this facade by having constant delusions of his past, immersing himself in his memories because that is when he felt his happiest. This coping method would generally be seen as potentially dangerous to Willy, however, his family and his co-workers fail to address his true mental state, essentially feigning ignorance to his problem or blaming his hardships not on himself, but on external sources. This is why it has been made evident that within Death of a Salesman, Arthur Miller states throughout the story that society chooses to ignore mental illness, whether it be out of fear or out of a lack of empathy.

In the novel “Death of a salesman,” we can see how society chooses to ignore mental illness. In Act 1, when Willy returns from a business trip, he and his wife, Linda, have a conversation regarding Willy’s struggles to stay on the road during his trip.

Linda: Oh. Maybe it was the steering again.
No Red Ink

Noredink.com is an interactive website where students can focus on grammar and usage skills. It is self-directed practice based on interests that students specify.

This is site is only 1 of the tools that we use to teach grammar. Other activities include:

- Short lessons with direct practice
- Finding examples for analysis in our readings
- Finding grammar errors on social media

Unfortunately, there is not a current platform within the site for parents to interact and obtain information on their students. This can, however, be accessed by contacting individual teachers.
No Red Ink

In recent years grammar has lost its position of importance in instruction even though it is specified in the standards. No Red Ink is one tool we are using to shift the instruction to once again include this important area.

These are some but not all of the 11th grade standards that are based in grammar and usage:

- 11.L.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
- 11.L.2.a Observe hyphenation conventions
- 11.L.3 Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.
- 11.L.3.a Vary syntax for effect, consulting references (e.g., Tufte's Artful Sentences) for guidance as needed; apply an understanding of syntax to the study of complex texts.
Most Common Uses as a Learning Tool in Science
Data Collection using Google Forms
## Analyzing Data using Google Sheets

The image shows a Google Sheets document titled "Reaction Time Data 16-17 (Responses)". The spreadsheet contains columns with reaction times under various conditions, such as "Reaction Time with No Distraction" and "Reaction Time with Eating". Each row represents a different timestamp with corresponding reaction times.
Graphing Data using Google Sheets
Graphing Using Google Sheets
Hands-on science using Vernier sensors with your Chromebook is easy and inexpensive with our USB data-collection technology and free Graphical Analysis for Chrome app.
Honors Biochemistry - Organic and Inorganic Compounds

Often Missed
-1 Activation Energy
  Energy needs to start a chemical reaction

Never Missed
+1 Nucleotide
  Monomer (building blocks) for nucleic acids

Quizlet and Quizlet Live
Submitted

Question:
You were really hungry during biology class but since you are not supposed to eat in biology you had to be sneaky and were able to sneak a cracker or two without Ms. Spencer catching you. Through the digestion process your body broke down the cracker. The cracker began its digestion in the mouth but wasn’t fully digested until the small intestine. The cracker is an organic compound. How do you know that its organic? What monomer did you absorb in the small intestine? Explain your answer.

Explanation:
The cracker is a carbohydrate that contains carbon, hydrogen and oxygen. Organic compounds contain carbon. The monomer for carbohydrates is monosaccharides which is what gets absorbed in the small intestine.
### Honors Biochemistry and Digest

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<td>Height of the Foam</td>
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<td>vitamins and minerals that the bodies needs.</td>
<td>absorption</td>
<td>Diarrhea and dehydration caused by poor water absorption</td>
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<td>The effects of pH on the rate of enzyme action</td>
<td>Temperature</td>
<td>Height of the Foam</td>
<td>Hydrogen peroxide</td>
<td>Certain organic molecules can be broken down for vitamins and minerals that the bodies needs.</td>
<td>Diarrhea and dehydration caused by poor water absorption</td>
<td>Blueprint for making proteins</td>
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<tr>
<td>The effects of enzyme action rate on pH</td>
<td>Temperature</td>
<td>Height of the Foam</td>
<td>Both A and B</td>
<td>All of the above are important reasons for digesting organic compounds</td>
<td>Diarrhea and dehydration caused by poor water absorption</td>
<td>Blueprint for making proteins</td>
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**Feedback for Teachers**
Nearpod

https://app.nearpod.com/command