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Introductory Justification of Emerging Technology

With the growing popularity of social media sites like facebook, I plan to incorporate edmodo in my visual arts classroom. Facebook has billions of users making it the largest social networking site on the web. I chose edmodo because of its interface similar to facebook. I foresee my students eventually converting to the facebook experience within a few years. So to prepare my students for a hypothetical future, edmodo will be a nice experiential precursor. I also like that assignments and comments can be applied to generate involvement and collaborative efforts with my students in edmodo. Also, the availability of a grade book will help me monitor my students progress and efforts. Additionally, this tool will open the communication lines with parents to access their child's efforts.

Academic Research Narrative on Emerging Technology

The use of technology is not a new thing as it pertains to the newest and updated form of an invention or tool that can make life easier for the one holding the new device. However, with the amazing wave of information through web 2.0, technologies that are emerging are overwhelmingly understated as massive. There are emerging technologies that are developed making the retrieving, organizing, and delivering of information through multiple avenues in a variety of ways. Really, emerging technologies of today are a means to educate, either by the receiving or delivering of information through the web 2.0 channel of collaborating individuals on a global scale. Thus, *Employing emerging technologies in learning is becoming increasingly important as a means to support the development of digital media literacy.* (Herrington and Parker June 2013).

In current K-12 education, a pencil is not always viewed as a major technological tool. In a world that is emerging quickly in the advancement of technology, these tools do not seem relevant. Today, technology tools that are relevant are Google Chrome Books, iPads, digital cameras, and many other advanced devices. (Marshall 2014 pg. 2)

These devices are the new catalysts for learning. Through the use of interactive websites and software programs, students are able to experience the engagement of multi sensory activities that potentially reach the learning ability of each capable student, no matter the learning level. These tools are also motivating for educators and students because they are self-pace and can offer self selecting tools. They're also engaging which creates a sense of ownership for students, and educators can differentiate their instruction making it easier to teach a wide range of learning styles in today's classroom. Some of these advanced tools offered to educators offer real-time immediate assessments as well as results. One of the best aspects of these tools is that they function as an equalizer for students that come from cultural, economical and geographical backgrounds. The tools students are using in today's classroom will not only help them in their classroom but these tools are also shaping our students for the 21st century workplace.

Whatever the means and the developmental ability, the emerging technologies that we have available are promoting good learning methods not only are these methods supporting critical cognitive development among student, they are generally agreed upon by many educators. These learning method involve, among students, the collaborating and discussing idea and possible *solutions, project-based learning designed around real world contexts, connecting with other students around the world, on topics of study,immersing students in a learning experience that allows them to grapple with a*

problem, and gaining higher-order thinking skills from pursuing the solution… (Klopfer, Eric., Osterweil, Scott., Groff, Jennifer., Haas, Jason. 2009).

To meet the educational needs of students, the involvement of technology will most assuredly improve student experience with more "lively and engaging discussions." (Lytle 2009). With the accessibility of a variety of programs, such as screen recording and video editing software, allows the educator as facilitator the ability to record lectures and content. These have become necessary tools to motivate students' excitement "to have more time to work on problems." (Lytle 2009). According to Roshan. To meet the needs of her students, Roshan made radical changes to her lesson plans. Using Camtasia Studio, a screen recording and video editing program, Roshan uploaded her lectures to iTunes and assigned them as homework. "We've kind of reversed the whole dynamic of the class," she says. "Instead of lecturing in class, I lecture to them when they're at home, and we work problems together [in the classroom]. I liken it to an English classroom where the kids go home and do the reading and then they come into class and have this lively, engaging discussion." (Lytle 2009).

Technology can improve learning if it is used in ways that promote and enhance meaningful learning and cognitive processes in learners. While technology has often been used to provide information and deliver and communicate messages to learners, technology enhanced learning (TEL) goes beyond utilization of technology tools for learning. TEL emphasizes pedagogical approaches and learning activities that allow learners learn with technology rather than learn from it. In other words, TEL supports learning activities that investigate how learners learn with information and communication technologies and how they use emerging technology for developing

competence throughout their lives. (Battacharya, Madhumita., Mach, Nala., Moallem, Mahnaz., 2011 pg. 205)

With the emergence of social networking technologies and the evolution of digital games have helped shape the new ways in which people are communicating, collaborating, operating, and forming social constructs. In fact, recent research is showing us that these technologies are shaping the way we think, work, and live. (Klopfer, Eric., Osterweil, Scott., Groff, Jennifer., Haas, Jason. 2009).

So It is now more than ever as educators to be front runners in the emerging technology wave. Because in today's interconnected and wired society, meeting them "where they are" means engaging our students in their online spaces.(Junco 2010)

Integration Plan

I am approaching my eighth year as a visual arts and digital media instructor at the Troy Area School District. I specifically instruct 3-6 grade students, but also have developed an independent digital media program involving seventh through twelfth grade students. The digital media program is specifically designed for a select group of 6th graders and returning jr/sr. High school students that have initially taken the digital media course work in their sixth grade year.

The schedule that my school has continued is a bit confusing, but is easily understood once all the information processes…but then again…I've experience this schedule for nearly eight years and communication lines are often mixed when trying to discuss specific classes with specific students among educators. Hopefully the reader can understand my description.

My past year's schedule worked on six mini made up of six weeks and four quarters made up of nine weeks. The specials classes involved four daily classes that rotate on an A/B schedule. On "A Days," I would have grades, 5t, 6t, 4t, and 3rd. On "B Days," I would have 6t, 5t, 4t, 3r, in these specific orders. Three of the classes operated on a six week schedule every other day for roughly fifteen total classes that were eighty minutes in duration. The other classes were considered short specials or 2nd specials. These specials were roughly thirty minutes in length. The third and fourth grade short specials lasted six weeks but the 6th and 5th grade 2nd specials lasted nine weeks. In addition, I would also have a seminar block. This is where my digital media class would take place. This would last roughly forty-five minutes everyday for the school year. Then after the duration had ended, I would receive a new list of students and the time duration would start all over again. This schedule allows the opportunity to see students only for their first and second special. Some students had a special with me back to back and unfortunately, I would not see them again for the rest of the year. Still confused?

Below is a chart to help understand my daily schedule.

Length of Time and Day	6 weeks for 80 minutes	9 weeks for 30 minutes	6 weeks for 30 minutes	6 weeks for 80 minutes
A Day	5th	6th 2nd Special	4th Short Special	3rd
B Day	6th	5th 2nd Special	3rd Short Special	4th

This schedule is changing, attentively. My new upcoming tentative schedule is much more easier to follow. I will see students more routinely throughout the year, fortunately.

This schedule will work on a five-day schedule. Without any accommodations for holidays or snow make up days. This will cause some classes to have more time and others with less. Day 1 will always be Mondays, Day 2 will always be Tuesdays, and so on. Again this is only tentative. With this schedule, I will see every student throughout the week. Each class's duration is one hour and will be made up of mixed homerooms. This schedule will allow for more continuity for growth in lessons and student skill development.

My classroom is twenty by twenty feet in length, approximately. I have four tables that measure four foot by three foot in length. Each table seats four students. There is a four foot squared Promethean board located at the front of the room. This allows for the projector to display videos and images, but also allows for the interactivity with Promethean software.

Located in the back, more on the teacher's right, is a white board measuring eight foot by four foot to accommodate for notes and special instructions for lesson and activities. I also have fifteen imac computers. These computers are used for coding/programming activities along with graphic, audio, and videography software. I share the art room with the life skills teacher. She brings in her students once or twice a week to use the appliances that are in the room. The available appliances are refrigerator, stove, microwave and a cabinet containing dishware, silverware and cooking utensils. The opportunity to use technology within my school

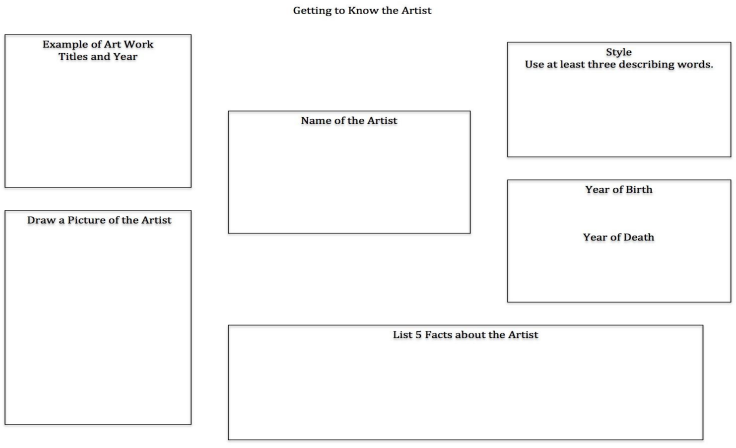
building is limiting. We have three computer labs within our school building and have ipad carts for each grade level. Unfortunately, I don't have access to the ipads because these are designated for general classrooms. Fortunately I have the imacs.

Goals and Objectives

My goal is to engage my 6th grade students with emerging technology through Edmodo. Students will be assigned partners to collaboratively complete the assignment. This project will take approximately four class periods of one hour each for a total of four hours. Using Edmodo, students will create a "Feature Artist" display. The display must contain the following pieces of information:

- **Artist Name with photo**
- **Artist's birth and date**
- **Examples of his/her work with titles and dates**
- **Style the artist is known**
- **5 facts of about the artist**
- **Description of Style**
- **Also, both students are to create an original piece of art, collaboratively, in the artist's style.**

There are six requirements for this project plus the original piece of art. The six requirements will be divided and assigned



among group members to be sure that each student is doing their part among their group. Each group will be made up of two students. One student will be responsible for three of the requirements and the other student will be assigned the other three assignments. This will be delegated among their group members.

To help students accomplish the requirements for this project, I will post a graphic organizer (above) in the "assignment" tab of Edmodo and share it with students. To access this assignment, students will need to be enrolled and logged into the class.

To begin, students will navigate to the Edmodo site. Once logged in, students will access the "note" that I have left for them. The note will provide instructions on how to accomplish the "Feature Artist" task. Also, students will be assigned to search for an artist under a specific style. Included with the instructions is a link for students to navigate. Once students have accessed the link to http://www.wikiart.org/en/paintings-by-style, they will choose the art style. This will take them to an internet page containing only artists involved in this style. When students have clicked on an artist name it will take them to an internet page containing information about the artist and a link containing more information about the artist. This link is located next to a "reference text" or Wikipedia page. Both contain a link that will navigate students to an external site with lots of information about the artist. I have also created a Custom Search Engine (CSE) for my students as an additional tool to seek out information about an artist. This is the link:

https://cse.google.com/cse/publicurl?cx=016806447932548976631:wvjegzzmpli

Students will retrieve information about the artist and fill out the graphic organizer. The graphic organizer will help each group to plan for their final product.

For the final day of this project, students will gather all their information and pertinent photographs to be used in their final presentation. All pieces will be displayed on an 18 x14 inch card stock. Items may be arranged to the agreeable terms of the group and must contain the necessary items listed above. Student names must be listed on the back of their presentation.

Using Edmodo will be a start in my direction to supplement materials and projects toward the goal of creating a partial flipped classroom to build independence and collaboration among my students. I think this approach of having students work collaborative with the freedom to choose information, that fits the guided terms, is motivating for them. Plus the opportunity to work with a classmate can be a great avenue that meets the whole child to converse, build relational skills, and deepen understanding of content. Additionally, incorporating emerging technologies that each of them will encounter is vital to the proactivity of preparing my students for a world they have yet to meet.

Review Checklist for Objectives, Activities and Timelines, and Collaboration:

Use this checklist to evaluate the plan. This should be done by your partner as a peer review and signed off..

1. Objectives

Does the objectives directly address the goal(s)? Yes.

Are the objectives observable and verifiable? *Yes.*

2. Description of Activities and Timelines

Do the activities align with the goal(s) and objectives?

Yes, I believe your students will enjoy this assignment.

Is the timeline stated?

Yes, I think the students should have no trouble completing your assignment with time to review.

Are there specific activities listed?

Yes, Edmodo, graphic organizer, navigating sites and the final projects are all students centered activities.

Are there evaluation measures of effectiveness discussed in the plan?

Maybe a rubric?

Is the plan achievable? Yes.

Feedback Narrative: ***Include overall evaluation of paper, suggestions for improvement and additional commentary***

This looks like an amazing project I know students will truly enjoy and remember. Great job on incorporating technology and creating this fun collaborative project. I think if you also gave your students a rubric for them to use as they are working on their project with all their expectations and possible points for this assignment students would have a guide.

Peer Reviewer Name: Lizzette Anders

Peer Reviewer Date: 6/10/16

Date Feedback reviewed: 6/11/16

Reflection & Summary: ***Reflect on your integration plan and the collaborative experience of the project.***

My integration, I think, is achievable. However, it is through the trial, errors, and successes of a lesson that will allow for the development of a lesson. I've yet to use Edmodo with any of my classes, but with exciting anticipation I'm looking forward to using it to engage my students. My hope is to implement this plan in the upcoming new school year. With the helpful suggestion from my partner of using a rubric will prove beneficial for my students to be guided while assisting me in the grading of each project effectively.

I feel the collaborative experience of the project is quite helpful. Working on projects collaboratively allows for a growing Professional Learning Community (PLC).Having two minds working on the research piece is such a time saver. We both can cover double the material in less effort and insert informational sources with ease. Using google docs allows for the convenience of time and effort. Also, working with another professional provides a different point of view and "fresh eyes" when looking at materials. With necessary feedback, from my partner, allows me to improve on my integration plan or any work that is collaboratively developed.

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