

Web 2.0 Evaluations

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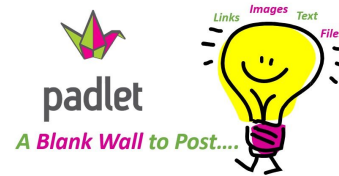
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Evaluation of Padlet

Description of Technology:

Padlet is a digital bulletin board that can be used for creation and collaborative work. It affords the user functions of adding images, files, videos or links and can be utilized across grade levels and content areas. Padlet can be accessed through a QR code or links can be shared or embedded into web-pages, bookmarking pages or blogs. Padlet claims to be "the easiest way to create and collaborate in the world." Padlet is a web-based and instantly saves in real-time. It is available in 29 languages and offers Apps for iOS, Android & Kindles. The security and privacy features allows it to be as public or private as desired. Padlet offers free and paid for versions. The premium version offers a larger storage capacity, allows user to create a custom domain and choose from additional wallpapers and themes not offered in the free version.

Rubric:

	Points	Comments
USER FRIENDLY	3	Easy to use and navigate; provides ample assistance/support; Video tutorial available; minimal teacher support necessary for younger students.
DIFFERENTIATION/ CRITICAL THINKING	4	Offers complete flexibility to meet student needs; differentiation possible; allows for creativity and critical thinking. Students can create videos to upload.
CURRICULUM	3	Students are able to create & extend their learning
AUDIENCE	4	Can be used by all grade levels and content areas at various levels
PEDAGOGY	4	Student driven learning allowing opportunities to think critically, problem solve & collaborate with peers.
IMPLEMENT/MAINTAIN	4	Free version sufficient & compatible software.
TOTAL	22/24	Highly versatile for ages and content area. I would recommend this app for collaborative assignments.

Demo of Padlet:

https://drive.google.com/file/d/196z7LvDLx5-_c9832kgZDIbTbbHZJdV-/view

Instructional Activity:

Kindergarten TEKS:

Math: 1 C, D; 3 A; Technology: 1 A, B, C; 2 A, D; 4 C; 5 A & B

Objective: Students will use a math app to create an addition problem and take a screenshot. Students will upload picture of their addition problem to Padlet. Students will demonstrate their knowledge of addition by creating an addition problem on a familiar Math App.

Time: 30 minutes

Materials: Interactive Whiteboard and iPads with Math Apps loaded

Introduction: Students have completed a unit of study on addition and have had previous opportunities to utilize Math Apps to demonstrate addition problems.

Lesson:

1. Teacher will give a mini-lesson on how to upload images to Padlet.
2. Teacher will use interactive whiteboard to demonstrate and then have a few students practice as they demonstrate how to add content into Padlet.
3. Students will be instructed to choose a familiar Math App and create an addition problem, including writing or typing out the corresponding number sentence.
4. Students will be asked to take a screenshot of their Math problem. This is a skill they have demonstrated to upload files to their digital portfolios.
5. Students will then upload their response to the question posted in Padlet.

Differentiation: (lower level) Have students use hands-on math manipulative to create an addition problem. Then write out their number sentence on a whiteboard before taking a picture to upload. (higher level) Instead of just taking a picture to upload into Padlet, students can shoot a video explaining their addition story problem and upload it to Padlet.

Group 1
ETEC 527
Summer 1 - 2018
Web 2.0 Evaluation

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Summary: Although I used this Padlet as a way of checking for understanding at the end of an addition unit, Padlet is versatile and could easily be used for all ages and content areas.

Other Ideas for Padlet: Padlet can be used for Bell Ringer activities, Exit Tickets or collaboration on a research project where students drop ideas, pictures or videos. It could also be used to create a multi-media poster or a reflection board.

Toontastic 3D



Description: Toontastic 3D is a storytelling app that can be used with an iOS, Android, and some Chromebooks. This technology tool uses puppetry and animation. Creators using Toontastic 3D can choose from 3 basic story outlines. Within each plot point, creators have the option of using a 3D character with the app or create their own using the drawing tools. Characters and settings can be moved within the setting of the story and students can narrate the story using 60 seconds of voice narration. Once the story is completed, the story elements are put together to create a single video. Access will require use of the camera roll and microphone.

Evaluation Rubric:

	Points	Comments
USER FRIENDLY	2	The app is user friendly without the tool becoming the task. The app will need teacher assistance for K-2, at least at the beginning to learn the steps to creating.
DIFFERENTIATION/ CRITICAL THINKING	2	Toontastic 3D is customizable from the start of the application. It provides students the opportunity to create through active engagement.
CURRICULUM	2	The user can produce a completed video project to showcase their work.
AUDIENCE	3	The technology allows multi grade levels the opportunity for use and creative thinking. Some content areas may not find the app as useful as others like Language Arts and Science might.

PEDAGOGY	3	This app allows students to create in groups or in solo time. The immersion of technology is collaborative.
IMPLEMENT/MAINTAIN	2	Toontastic 3D is a free app. This technology works with iOS and Chromebooks. Devices in the classroom must be updated in order to be compatible.
TOTAL	14/24	Toontastic 3D would be a useful tool to add to the classroom environment. It is easy to use and with some teacher assistance K-2 students can begin to design independently. The app provides pre-made as well as an option for learners to create their own settings and characters. This is a fun way to immerse technology into the content of the classroom.

Demonstration:

https://drive.google.com/file/d/1WGRK1Wf0HT1m_gPBGQ7hrwdEGKgsu_sB/view?usp=sharing

Instructional Activity:

Toontastic 3D Lesson Plan

Standards: 1.9 Reading/Comprehension of Literary Text/Fiction. Students understand, make inferences and draw conclusions about the structure and elements of fiction and provide evidence from text to support their understanding. Students are expected to: (A) describe the plot (problem and solution) and retell a story's beginning, middle, and end with attention to the sequence of events; and (B) describe characters in a story and the reasons for their actions and feelings.

Objective: Students will be able to retell a story using a sequence of events and with character development through the use of Toontastic 3D.

Time: 20-30 minutes of technology planning and creating time over the course of several days within the ELA block. Once the initial lesson is developed, students can use independent learning time to add to their retell creations.

Introduction: Prior to this week, students have been reading and re-reading fairy tales and fables with the teacher and in small group. During small group instruction, the teacher pre-selects fairy tales and fables that are on their independent reading level. In whole group discussions, the elements of a story have been introduced, including beginning, middle, and end with a problem and solution identified.

Students will begin working in their partner reading groups to retell the events of a story from the book they have been reading in small group instruction. This book is now a familiar text and can be read independently, without assistance. The teacher will build excitement and using the Toontastic 3D to model her own version of a fairy tale that has been read the week before. Through modeling, the teacher will also be showing how to navigate through the Toontastic 3D app. (There are also various Youtube videos that give student lead tutorials, if more time is needed).

Work period: Students will begin to build the story in partner groups using Post It notes. Review the plot diagram before students begin to brainstorm their retell. They will write/illustrate the main retell parts of the story into 3 main frames.

App details to model: 1. Create cartoon-select new cartoon 2. Choose the + sign to add 6 story frames. 3. Choose the setup frame(exposition). Tap the “setup” icon then tap the green paintbrush. 4. Choose a setting background. There are preexisting or students can create their own using the drawing tool. 5. Select characters. 6. Once the ipad is flat on a desk or floor, tap “start animation”. Students will use voices to narrate and can use their hands to move scenery around as needed. 7. Use “stop animation” when finished and the story will immediately replay. 8. Students can re-record as needed using the same steps as above. 9. When completed, tap the forward arrow to music choices. 10. Choose an emotion and move the screen up and down on the screen to hear different music choices. 11. Repeat these steps in each scene of the story arc.

Conclusion: Throughout the week as group complete their final retell projects, they can upload their videos to Toon Tube. Videos can then be presented by partner groups to retell their fairy tale or fable.

Extension: Using Toontastic 3D, students can create their own versions of fairy tales and fables to animate and record. Students can also use books from their own book boxes that are familiar reads to animate and record a retell. These Toontastic 3D videos can show the literary story elements that are needed in order to retell a story.

Wakelet

Description: Wakelet is an online storage space to collect information - links, articles, videos, and images - on any topic they choose - kind of a digital bulletin board for users. In a “pinterest meets instagram” format, users create stories called “wakes,” and can also follow the “wakes” of others that they find interesting; receiving its name from the saying that you are following in someone’s “wake.” Created in 2014, and backed by users such major players such as the creators of Angry Birds, Wakelet is meant to be more of an accessory to currently existing technologies instead of a replacement to anything currently on the market. I found it to be an interesting user-friendly tool that actually had some functionality features I wished Pinterest would integrate.

Evaluation Rubric:

	Points	Comments
USER FRIENDLY	3	Videos are available and a simple google search brings up a variety of ways to to learn about wakelet. With little information you can get started, but knowing whether or not you are getting everything out of this app prevents it from scoring a 4.
DIFFERENTIATION/ CRITICAL THINKING	2	There is little critical thinking involved in this, and differentiation is limited due to the narrow scope of the intention of this app.
CURRICULUM	3	Due to the ability to create and draw connections, students can take this app to all kinds of new heights! Making new connections is a huge focus, but it can also be a distraction as students will have to maintain concentration as they synthesize new meanings in their research.
AUDIENCE	3	This technology is definitely limited to students who are able to use discernment when searching. Filters and tools may be available, but students will need to have independent technology skills before being let loose on Wakelet.

PEDAGOGY	4	Since students are allowed to follow each other, search and explore, share “wakes,” etc, this tool offers maximum collaboration.
IMPLEMENT/MAINTAIN	4	Very budget-friendly offering the maximum tools at no- cost.
TOTAL	19/24	Wakelet is a great way for users to collect all of their notes, ideas, thoughts, and ramblings about organized topics, then share them with others. Though it could’ve scored higher on the rubric, some of that could be aided in the way the technology is delivered in the classroom.

Demonstration: <https://www.screencast.com/t/a3F0c0J6PMXs>

Instructional Activity:

WAKELET LESSON PLAN

Students will begin the research process using Wakelet as a place to gather resources.

TEKS Alignment

7.23 Students determine, locate, and explore the full range of relevant sources addressing a research question and systematically record the information they gather.

7.23a follow the research plan to gather information from a range of relevant print and electronic sources using advanced search strategies

7.23b categorize information thematically in order to see the larger constructs inherent in the information

Objectives & Outcomes

The students will be able to gather sources and information related to a central topic. They will use Wakelet as a place to store articles, links, videos, and images related to the topic of their choice. Wakelet will be used as a sort of digital corkboard/brainstorming wall for their project as they go through the process of choosing sources and deciding what information is essential to their project.

Materials Needed

- Laptop, Chromebook, or Electronic Device

Time

- 20-30 minutes over 2-3 class periods

Procedure

- Introduce students to sign-up process for Wakelet.
- Review Digital Citizenship
- Remind students of the free-flowing idea of the brainstorming process
- Assign guidelines for research topics
- Walk through the process of setting up a Wake
- Allow students to set up “Wakes” related to their research topics.
- Evaluate students on their ability to find related materials/sources, drawing and making connections, presentation of ideas using their Wakelet results.

Students will use their Wakelets as a board for saving ideas. They may have previously used Wakelet in other classes or for other reading topics (such as connections in novel studies and/or creating book talks based on their own reading).

Story Creator



Description

Story Creator is an ipad/iphone app that allows students to create story books containing photos, videos, text, and audio all in one collection. This is a starter app for anyone who is taking the first steps to writing their own book. This app is super easy to use and with adult help, even a preschooler could use this app. Users can draw images using the crayon tool and have four colors to select from. Video, photos and images can be imported into the book. Make sure they are readily available in the photos on the device for easy use. Sharing is easy through a downloadable link or other linked devices. Text and audio can be added to every page.

Evaluation Rubric:

	Points	Comments
USER FRIENDLY	2	First grade and below will need scaffolding provided by teacher to use. All other levels will be able to figure it out after a quick run through.
DIFFERENTIATION/ CRITICAL THINKING	2	Students are given a simple platform to create with. This would definitely be a “first time user” app that would then bridge into something with more capabilities and the students skills develop.
CURRICULUM	2	This allows students the opportunity to create and make connections while practicing basic technology(audio, capture images), drawing and writing skills.
AUDIENCE	2	This app would be appropriate for emergent technology users(PK,K,1) or a quick check for understanding with more advanced learners.
PEDAGOGY	2	After the first couple of times using this,

		students will be more independent thus needing less direction from the instructor.
IMPLEMENT/MAINTAIN	4	App is free and for use on ipad/iphones. As long as the school maintains the internet connectivity and teachers have access to ipads, this will be a good tool for emergent technology users.
TOTAL	14/24	I feel like this would be a good technology tool for emergent technology users. The app is free and as long as the developers update it and the school still provides access to ipads, students will benefit from using Story Creator to create and demonstrate their understanding of concepts. It could be adapted to use with more advanced students as a check for learning bc it is fairly simple and straightforward and students wouldn't be able to get lost in the details while preparing a quick response.

Demonstration

<https://youtu.be/tHdUyYYb76M>

Instructional Activity

Students will read "The Hungry Caterpillar" and create an extension of three things the caterpillar could eat before turning into a butterfly.

TEK 14.A Students dictate or write sentences to tell a story and put the sentences in chronological sequence.

Class will read "The Very Hungry Caterpillar" by Eric Carle. After reading, discuss why the caterpillar had to eat so much to become a butterfly. Go through the basic steps of becoming a butterfly: egg, caterpillar, chrysalis, butterfly. Have simple pictures drawn for students to manipulate into the correct sequence in small groups.

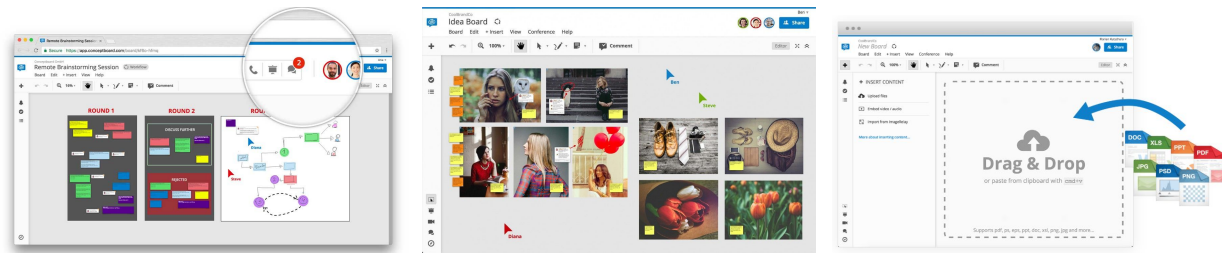
Group 1
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Ask students to brainstorm more foods that the caterpillar could eat to become a butterfly. Write down their ideas on whiteboard. Give them a sheet of paper to write their ideas down and add a picture. They need at least 3.

Students will then use Story Creator to create their own version of “The Very Hungry Caterpillar” by taking pictures of the already drawn teacher provided pictures used before in the sequencing activity and adding their own images and text for the 3 new foods using the tools on Story Creator. Students can choose to illustrate using the drawing device on the program or take photos of their own work. Once the illustrations are in place, students will narrate their story. Students can share their stories with friends in class and links can be emailed to parents.

Conceptboard



Description:

[Conceptboard](#) is a whiteboard-based collaboration platform that is used to discuss and manage visually focused projects remotely. Users can add text, images, shapes, documents and drawings to a shared whiteboard space. This tool provides a central place for users to collaborate, share ideas and track their progress. Real time whiteboards allows anyone to collaborate just as they would in the classroom and afford its users additional features. Key features include an endless whiteboard, typical whiteboard tools such as markers, comment and markup features, live pointers, chat and video conferencing, drag and drop and easy uploads from computer or Google drive. Conceptboard is free to use and does offer paid plans that provide additional storage and features. It works on various devices such as laptops, iPads, and digital whiteboards. .

Evaluation Rubric:

	Points	Comments
USER FRIENDLY	2	Elementary levels and below will need scaffolding provided by teacher to use. All other levels will be able to figure it out after a quick run through.
DIFFERENTIATION/ CRITICAL THINKING	4	Offers flexibility to meet student needs; suitable for different applications; differentiation possible; allows for collaboration, creativity and critical thinking.
CURRICULUM	4	Allows students to create and extend their own thinking through collaborative work.
AUDIENCE	3	Can be differentiated for use at all secondary grade levels, but may require additional scaffolding provided

		by teacher.
PEDAGOGY	4	Student-driven learning that allows student opportunities to think critically, use problem solving skills and collaboration with peers.
IMPLEMENT/MAINTAIN	4	Free version sufficient & compatible software. Tool has click & drop feature and works with Google Drive.
TOTAL	21/24	

Demonstration: https://drive.google.com/file/d/1qOt7B_-HqmmKWACTIX34WC2qYjyuV63I/view?usp=sharing

OR: <https://www.youtube.com/watch?v=XcnExRhfp5I&t=288s>

Instructional Activity: Science

Accident Scene Investigation

***Collaboration between Physics and Forensics classes where remote collaboration is required.*

Objectives:

- Relations and functions are mathematical relationships that can be represented and analyzed using words, tables, graphs and equations.
- An object's motion is the result of all forces acting on it.

Time: 3 in class periods for preparation, 3 weeks of out of class work, 2 presentation days

Materials Needed: Internet enabled device, video recording device, electronic resources

Introduction:

***Modified from [Defined STEM](#) project.*

"Regional law enforcement and the District Attorney's Office have just created a new forensic science department. Within this department there will be an accident scene investigation unit. This department will be funded through taxpayer dollars and as such the community is very interested in the benefits that this department can provide to the community. Working with a reporter from the local newspaper, you will need to develop a variety of resources that can help educate the public regarding forensic science. Additionally, you will need to create an accident scene investigation report. This report will require you to educate the law enforcement officials on the importance of math and science concepts utilized with the report. These concepts will be very important when cases go before a judge. The District Attorney's Office believes that through the use of science and math they can be much more successful prosecuting negligent drivers who may have caused an accident."

Goal: Your goal is to develop a series of informational pieces for local law enforcement and the newspaper related to the Forensics Department. In particular your focus will be on the automobile accident investigation unit, being created as a collaborative effort between local law enforcement and the District Attorney's Office.

Products:

1. Accident Scene Report

- a. The current accident scene investigation form used by law enforcement has been heavily criticized for its lack of math and science concepts. This form has resulted in the District Attorney's Office losing many cases. The new form must rely heavily on math and science to strengthen the evidence gathered. It should help remove doubt and personal bias from those reading and presenting the final report.
- b. You should create a completed sample so the audience understands exactly what is required. The form should have an introduction that provides an overview of the automobile accident scene. In addition to creating directions for a narrative, you will actually create a sample Narrative that is a summary of an accident. This narrative may include some of the considerations above.

2. Scale Drawing

- a. Within the accident scene investigation form used by law enforcement, there needs to be a section where law enforcement can create a detailed scale drawing of the scene. Their accuracy and attention to detail will be critical. Be sure to include appropriate measurements and angles, as well as the point of impact. Remember, the example scale drawing should be based upon the descriptions you created in the accident scene report product.

3. Newscast

- a. Create a 1:30 -2:30 minute news report that shares the importance of the new collaborative effort between regional law enforcement and the District Attorney's Office. Please be sure that your report utilizes media and visual resources.

4. Webpage

- a. Create a webpage that can be accessed from the newspaper's home page. This webpage should feature the various science and math connections that accident scene investigators rely on to determine what has happened. Be sure that your web page is user-friendly using diagrams, charts, media, and visual resources to compliment the written word.

Procedure:

Day #1

1. Introduce the goals of the project by showing the career video demonstrating what accident Reconstructionist do within the police department.
2. Describe the four products that will be created during this project.
3. Allow students time in class for initial brainstorming session and to set up their [conceptboard](#) accounts. Have one student set up the initial account and then help them to invite the other group members to the board.

4. Provide each group with a different scenario for the traffic accident.
 - a. Example: Semi Truck T-bones an SUV; 70 degrees and sunny, concrete road, length of skid mark 30 meters.

Day #2

1. Have students upload a Conceptboard template for a ***mind map***.
2. Students will begin researching the topics and becoming familiar with the project.
3. Students will work together in their groups to begin the creative process. Students should brainstorm with their group all the potential ways they could approach this project.
4. Group must check in with teacher at the end of the period to make sure that the group's initial ideas are meeting the requirements related to the goal, audience and product description. Students can walk the teacher through their ***mind map*** on their Conceptboard.

Outside of Classwork

1. Students will use ***Conceptboard*** as a central place to collaborate.
2. Students will narrow the ideas down to the ones that best solve the problem or address the challenge for the project.
3. Students will use a Conceptboard ***mind map*** to outline the group's plan for each product.
4. Once the group decides on an idea, they can move forward to the creation phase.
5. During the creation phase, group members can *import documents* into Conceptboard for group comments and revisions. Group members can leave *sticky notes* or comments on any of the documents uploaded to a board.
6. Create & Revise
 - a. As the students discuss and develop more questions about their project, they can mark these questions in a "*Task*" that will show up in their planning templates. These are questions that need to be answered before the project can continue.
 - b. The project rubric can be uploaded into the Conceptboard space so the group can collaborate together to understand what needs to be included in the project.
7. Website Design
 - a. Students can work together on the website design by adding *screenshots* of the site for discussion. Color choices, organization and additional content can be easily discussed.

Presentation Days

- Students will present to the audience:
 - o A walkthrough of their website
 - o Highlights of their accident report including their Scaled Drawing
 - o Share their Newscast video
 - o Conclusion/Closing Statements