Watson School of Education
MED Program
Spring 2010
EDN 520 Instructional Development
Dr. John Fischetti
Mini-Lesson Plan

Teacher(s): Nick Syrpis	Date: Feb 8, 2010
	Number of students: 24

Notes to yourself: (smile)
2 objectives with 8 MDGs in 55 minutes

Learner Objective(s): At the completion of this lesson, students will be able to:
(note: remember that *learning=knowing+doing+using* when it matters)
Students should be able to understand and describe what the UN Millennium Development Goals (MDGs) are and understand their implications, especially how they relate to the students and what they can do to help.

- **OPENING ACTIVITY**

Using clickers or Anywhere Cell phone Polling, have students respond to survey involving whether or not they have access to services that each MDG is working toward providing globally. End with the question on the availability of technology such as clickers and PowerPoint presentations in classrooms.

- **PROCEDURES AND FLOW OF ENGAGING ACTIVITIES**

After the opening activity (about 5 minutes long), a PowerPoint presentation will be shown. Music will be included to set tone and help stimulate cerebral processes. Comedy and visually stimulating projections included throughout the presentation will do the same, as well as engage students. A pause of about ten seconds will also be used in order to give learners the opportunity to contemplate the implications of major points. Also, lesson and ideas will be introduced through the use of current events and concepts highlighting daily activities of people in general. This will help them feel a connection to the lesson as well as help them formulate ideas on what they can do on an individual basis to make a difference in regards to the MDGs. The presentation will be broken up in four minute long segments, approximately the length of a television segment before commercial. After each five minute segment, students will be asked to raise their hands in show of who was aware of what they were just shown. The closing activity (about 10-15 minutes long) will follow.

- **CLOSING ACTIVITIES & ASSESSMENT**

Students will be asked to form eight groups. Each group will choose a single MDG to focus on. They will discuss amongst themselves what that MDG is and give write definition down. They will then have to come up with of list of things that they can do, whether it be getting involved publicly, adjusting their daily routines to compensate, or any other way, to help alleviate the problems being addressed by the UN. They will then share their ideas with the rest of the class and then submit the written form for grading and possible future use.

- **BACK-UP PLAN FOR STUDENT ABSENCES**

How will a student with an excused absence make-up this lesson?
The will visit the website http://weblights.org/ or take home a MDG information packet and write an essay describing the MDGs and what things the student can do on a personal level to help achieve each goal.

Nick Syrpis

Lesson Storyboard

Module 1

- Describe objectives: Students will be able to answer questions in regards to defining the different features of Google Wave and what it can be used for.
- Sponge activity--- Have teams of three compete against each other. Half the teams will use older methods to collaborate on project and the other half will use Google Wave. Team that finishes first win. All teams have same project with same steps.
- Survey Monkey quiz--- of prior knowledge of related tools
- presentation--- This would consist of general discussion and description of Google Wave tool and its implications. That would be followed by tutorial of various features of Google Wave. The presentation would be wrapped up with the possible contributions to major paradigm shifts Google Wave can provide.
- Assessment: Multiple choice quiz that include questions of what Google Wave is and what its capabilities/features are.

Module 2

- Describe objectives: After experimenting with the Google Wave toolbar, students will be able to properly use that toolbar and describe what specific features enable users to do. They will also be able to give some examples of the implications Google Wave has.
- VIDEO--- Will provide a general review and reminder of what Google Wave is and what its implications are.
- Google Wave practice--- This would consist of a lesson simulation in a chosen subject, possibly literature, where the in-class collaboration capabilities can be practiced and students can explore other options, all with facilitator leading.
- Q&A session--- This will involve questions to students for things they noticed involving the use of tool as well as clarifications of questions they have.
- Assessment: Using Google wave, students will break up in small teams and write short essays about what they learned, especially how the toolbar can be effective and what the implications of Google Wave are. They will be expected to be able to use all the Google Wave tools previously described and explain what they do.

Module 3

- Describe objectives: Students will be able to demonstrate how Google Wave can be used as a teaching tool in their classrooms.
- Student guided presentations--- after choosing teams, teams will work on presentations for other students that would focus on subject matter of their choice. The final products will be shared with the rest of the class. Again, Google Wave will be used for team collaboration.
- Student guided Q&A sessions--- Here students will answer questions on how they created their product and what the implications are.

- Student suggestions--- the module will close with students innovative ideas involving the Google Wave tool. They will have to suggest something that has not been previously discussed through a written collaborative effort on Google Wave with their teams.
- Assessment:

Gagne's Color Key

1. Gain attention
2. Inform learners of objectives
3. Stimulate recall of prior learning
4. Present the content
5. Provide "learning guidance" (semantic encoding)
6. Elicit performance (practice)
7. Provide Feedback
8. Assess performance
9. Enhance retention by transferring to job

Lesson Module for Google Wave
Day One (7 hours)

- **Describe objectives**: Students will be able to answer questions in regards to defining the different features of Google Wave and what it can be used for.
1. **Sponge activity 1/Survey Monkey quiz**--- of prior knowledge of related tools
2. **Presentation**--- This would consist of general discussion and description of Google Wave tool and its implications. That would be followed by tutorial of various features of Google Wave. The presentation would be wrapped up with the possible contributions to major paradigm shifts Google Wave can provide.
3. **Sponge activity 2/practice**--- Have teams of three compete against each other. Half the teams will use older methods to collaborate on project and the other half will use Google Wave. Team that finishes first win. All teams have same project with same steps, but will work in separate rooms.
4. **Assessment**: Multiple choice quiz that include questions of what Google Wave is and what its capabilities/features are.
- **ADA and other guidelines**: Handicapped accessible formats for lessons will be available upon written request. This will be arranged prior to four day seminar through application notification. ESL speakers may also be accommodated in a number of languages through the Google Wave tool itself. Moreover, grants may be awarded beforehand through the Department of Education for this seminar to those teachers in low SES circumstances.

Survey Monkey Quiz (15 min):

http://www.surveymonkey.com/s/FCR9PHK

Click here to take survey

The survey will be given and the results will be taken and shared.

Presentation (135 min):

(90 min) An online tutorial will be shown that describes the different functions and applications of Google Wave. This is available at http://wave.google.com/about.html

(30 min) This will be followed by a discussion of the following points:
1. Current uses in education
   a. Global collaboration
   b. Cut down on unfair team practices
   c. Cut down on individual plagiarism & copyright infringement
   d. Cut down on time dedicated toward creating projects
   e. Monitoring student work and participation that much easier

2. Future implications
    a. School district budget cuts
        i. Makes bussing, facilities and other related expenses obsolete
    b. Brings more people together- "Anytime, anyone, anywhere."
    c. Can increase U.S. economy through mandated purchasing of hardware and software for every household with school aged children (paradigm shift)

(15 min) General Q & A session about Google Wave and what has been covered

Sponge Activity 2 (120 min):

(60 min per session: write/rewrite) Write a linear story about what one should do if the united states was invaded. Each person must include an individual paragraph that fits into the storyline chronologically. They must then submit their first draft with a time stamp and then go back to a proofreading, editing session where each team member chooses someone else's paragraph and changes its contents, still keeping the storyline linear and coherent. For team one, personal contributions need to be timed individually for each aspect and recorded in the chart. Team two will only have to do that for the brainstorming sessions.

Team 1: Older Methods (excluding Google Docs or pages)	**Person 1**	**Person 2**	**Person 3**
Typing/first draft			
Editing/rewrite			
Communication/ Brainstorming Both sessions			

Team 2: Google Wave	**Person 1**	**Person 2**	**Person 3**
Typing/first draft			
Editing/rewrite			
Communication/ Brainstorming Both sessions			

Assessment (30):

A quiz on paper will be handed out to each participant. The quiz will contain the following questions:

1. What is a Wave?
2. What is an extension?
3. Give two examples of extensions?
4. What is an API?
5. What does working in real-time mean?
6. Who can view your wave?
7. Who can edit your wave?
8. Do waves have Spellcheck?
9. Does Google Wave offer audio and video conferencing?
10. How can you collaborate with others from different countries who do not speak English using Google Wave?

Note: The first day will be broken up into two sections, with the Survey Monkey quiz and the Presentation making up the first section and the Sponge Activity and Assessment making up the second section. There will be a 90 minute lunch break in between the two. There will also be a total of two 15 minute breaks between sessions of each section. A 30 minute cushion has also been provided.

Rubric: Not necessary for day one since there will be quizzes and tests given after students learn material.

Google Wave Lesson Module
Day 2 (8 hours)

- **Describe objectives**: After experimenting with the Google Wave toolbar, students will be able to properly use that toolbar and describe what specific features enable users to do. They will also be able to give some examples of the implications Google Wave has.
1. **VIDEO**--- Will provide a general review and reminder of what Google Wave is and what its implications are.
2. **Google Wave practice**--- This would consist of a lesson simulation in a chosen subject, possibly literature, where the in-class collaboration capabilities can be practiced and students can explore other options, all with facilitator leading.
3. **Q&A session**--- This will involve questions to students for things they noticed involving the use of tool as well as clarifications of questions they have.
4. **Assessment**: Using Google wave, students will work individually and write short essays about what they learned, especially how the toolbar can be effective and what the implications of Google Wave are. They will be expected to be able to use all the Google Wave tools previously described and explain what they do.
- **ADA and other guidelines**: Handicapped accessible formats for lessons will be available upon written request. This will be arranged prior to four day seminar through application notification. ESL speakers may also be accommodated in a number of languages through the Google Wave tool itself. Moreover, grants may be awarded beforehand through the Department of Education for this seminar to those teachers in low SES circumstances.

Video (15 min):

The video presentation will be 10 minute Youtube video that will begin by giving examples of problems with current processes and methods for collaboration on projects. It will then give a general description and review of what Google Wave is. Finally, it will close with some implications for the future of Google Wave and its potential contributions to an educational paradigm shift. The video can be accessed at http://www.youtube.com/watch?v=ESxtekGej80

Google Wave Practice (270 min):

This will be similar to the collaboration practice from day one. This time, every team will be working on the similar projects using the same method---Google Wave online collaboration. At this point, all participants will be put into individual cubicles so that they will not be tempted to collaborate with teammates in any other way other than online. Team members will also be positioned spread out to further prevent that.

This time, teams of three will be working on projects where each team member will have to choose a specific Google Wave extension of their choice and describe it in a wave. Each member must contribute to that wave. They must then find a way to

incorporate that tool in their collaboration efforts (60 minutes). A second team member must choose a random topic to write a three paragraph essay that incorporates three additional extensions. All members must contribute to that wave as well (120 minutes).

Finally, the third team member must choose an extension to collaborate with in and create a wave that describes what the process was of creating the second wave, and how their choice of extension was utilized. All team members must contribute to that third wave as well (90 minutes). This should yield a total of three waves and five extension choices.

Q & A Session (30 min):

This will be a free forum where students will be able to share any thoughts and learning experiences and ask questions. The items that the students bring up will be open to students as well as facilitators to respond or add to.

Assessment (60 min):

Individuals will be expected to write short essays defining the five different extensions they used in their team projects, how they work and what some other uses are for them.

Note: A 90 minute lunch break will be provided, splitting the practice session in half. A 15 minute break will also be provided after the practice session ends.

Google Wave Lesson Module
Day 3 (8.5 hours)

- **Describe objectives**: Students will be able to demonstrate how Google Wave can be effectively used as a teaching tool or for better student collaboration in their classrooms.
1. **Student guided presentations**--- after choosing teams, teams will work on presentations for other students that would focus on subject matter of their choice. The final products will be shared with the rest of the class. Again, Google Wave will be used for team collaboration.
2. **Student guided Q&A sessions**--- Here students will demonstrate their knowledge of Google Wave by answering questions from their visiting student classes and from each other.
3. **Student suggestion implementation**--- the module will close with students innovative ideas involving the Google Wave tool. They will have to suggest something that has not been previously discussed through a written collaborative effort on Google Wave with their teams and ask their Student team to use it collaboratively.
4. **Second Q & A**--- Again, the teachers will be asked to present student team projects and answer questions about the process.
5. **Assessment**: Rubrics
- **ADA and other guidelines**: Handicapped accessible formats for lessons will be available upon written request. This will be arranged prior to four day seminar through application notification. ESL speakers may also be accommodated in a number of languages through the Google Wave tool itself. Moreover, grants may be awarded beforehand through the Department of Education for this seminar to those teachers in low SES circumstances. Funds for travel for the visiting school students will be provided by the local school board.

Student Guided Presentations (120 minutes):

Arrangements will be made with a local school to bring students to learn how to use Google Wave from the teachers being trained. Each teacher will be assigned one student and they will give that student a demonstration of how Google Wave works, specifically the wave creation, map, video and audio conferencing features (30 min). Thereafter, using the "Talky" extension, their visiting students will team up with another student from abroad. This interaction between a the visiting students and a foreign classroom will be prearranged. This newly formed student team will collaborate in their individual native languages using Google Wave and the Talky extension (which instantaneously translates languages). Their research project topic will be chosen by the teacher (120 min).

Student Guided Q & A (60 minutes):

In this session, the teachers will be presenting their projects to the rest of the group and answer question from other student teams and teachers about their process (7 min each).

Student Suggestion Implementation (150 minutes):

Teachers will choose a Google Wave extension of their own teaching to demonstrate and teach their student teams (visiting and international students) how to use it. The teachers will assign another small research project for them to practice using their tool choice. The research subject will be the same for all teams and will be predetermined before the start of the day.

Q & A Session (60 minutes):

In this session, the teachers will again present student team projects and answer questions about them (5 min each).

Assessment:

The assessment for day three will be done two times. Each presentation/Q & A session will be graded by the observing facilitator using rubrics.

Note: A 90 minute lunch break will be provided after the first Q & A session. Two 15 minute breaks will be provided right before each Q & A session.