



**PED 31 19**

# My Design Journal

By Ashweena RUMAJOGEE

## WEEK 1 - January 25th, 2021

### **I don't want a technology-led classroom; I want a technology-assisted classroom!**

As an educator, the TPACK model resonates well with me. It has given me a lot of food for thought about how to plan my lessons. It's a framework that integrates technology into a classrooms' content and pedagogy, making learning more efficient for students. I am certain that I don't want technology to be at the forefront of my teaching, but I want it instead to enhance my teaching. The Venn diagram makes a lot of sense to me first because I am a visual learner and secondly because it helps me think about designing my lessons to include every student. (UDL)

I like to use backward design when planning my lessons. Bearing the TPACK model in mind, I think about the pedagogic strategies that I will use to help my students learn the content and the technologies I will use to support my chosen teaching methods.

As someone who has a few years of teaching experience, I genuinely believe that even though a teacher has expert knowledge in a subject, they are not a good teacher without the pedagogical expertise to make the subject comprehensible and make the learning goal attainable. To be a great teacher, we have to combine our knowledge of the subject with pedagogy and integrate technology to create an effective learning environment.

I taught summer school in June 2020... entirely online! My first thought when offered the opportunity? No way! I can never do that!

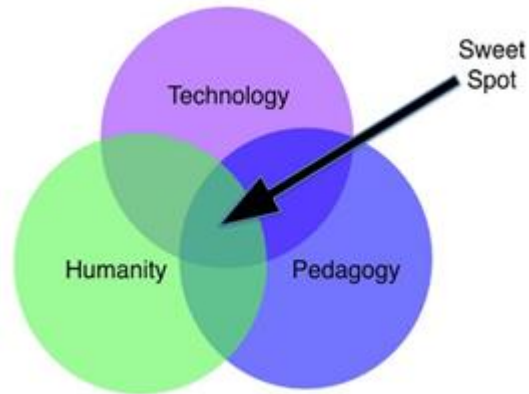
After giving it a second thought, I realized that the school year starting September 2020 would probably be hybrid - a mix of remote and in-person learning - and that it was the perfect opportunity to familiarise myself with this new teaching style. Therefore, I accepted to teach Civics Grade 10 in French and took it as a challenge to make it as enjoyable as possible for myself and my students during the three weeks that it lasted.

The hardest part of that experience was connecting with my students and keeping them engaged and motivated.

My take-away from virtual teaching:

- More than ever, do not prioritize curriculum over the connection with students. Connect, Connect, Connect!
- Traditional lesson plans do not translate digitally. Virtual teaching requires new thinking to create gripping, engaging, and inclusive content.
- Use the flipped classroom approach more often.
- Use the principles of Universal Design for Learning.
- Be flexible, clear, concise, and consistent with how I post my info.
- Reconsider the assessment and evaluation modalities that I usually use and find innovative ways to assess.

- Find that sweet spot.[1]



This experience made me realize that I need to feel more confident with technology in the classroom before TPACK can even be achieved. I also do not think that TPACK can happen without some curriculum redesign as some of the curriculum content is not configured for online learning.

Teaching and Learning is a process, and obstacles are expected. As teachers, we need to be taking a student-based approach to planning, instruction, and assessment. Creating learning opportunities for all students to engage and design tasks that deepen their understanding by teaching through a more inquiry-based approach is vital in this current climate. Using the TPACK framework as a reference, we can plan lessons with great content that can be taught using forward-thinking technological tools!

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- [1] Pic by Dr. Alec Couros. @courosa on Twitter

## WEEK 2 - February 1st, 2021

### **Practice Activity**

I chose to do the Practice Exercise from **Module 3**.

Last year, I taught Summer School entirely online and had to design the course content for a group of twenty Grade 10 students.

The LMS that was used was Edsby, and the virtual classes were delivered using Microsoft Teams. I cannot access the Edsby template anymore, but I had the information saved on a word document.

**This is the information that would have appeared on the First Page of the site:**

### **The Course Information**

School	Ashbury College
Teacher Teacher Availability	Ashweena Rumajogee 8.00 - 8.30 or 3.30 - 4.00 pm every day
Course Title/Grade:	Civics and Citizenship, Grade 10
Course Type	Open
Course Code	CHV2O/F
Credit Value	0.5
Class Schedule	Every Weekday from 8.30 am to 3.30 pm with an hour provided for lunch from 12-1 pm
LMS Used	Edsby
Policy Document	Canadian and World Studies: The Ontario Curriculum, Grades 9 and 10

### **Outline of the Course Content**

COURSE CONTENT	CLASSROOM HOURS
<p><b>Unit 1: Citizenship and the Evolution of Democracy</b></p> <ul style="list-style-type: none"> <li>• Introduction to citizenship</li> <li>• Types of governments</li> <li>• History of democracy in a global context</li> <li>• Evolution of democracy in Canada (Aboriginal, French and English Gov't)</li> <li>• Confederation</li> </ul>	20 hours
<p><b>Unit 2: Structure and Function of the Canadian Government</b></p> <ul style="list-style-type: none"> <li>• Structure and function of the Canadian parliamentary system</li> <li>• Political spectrum</li> <li>• Political parties</li> <li>• Electoral system and the vote</li> </ul> <p>Civic responsibility and civic engagement</p>	25 hours
<p><b>Unit 3: The Canadian Legal System</b></p> <ul style="list-style-type: none"> <li>• Legal fundamentals/ principles</li> <li>• Civil and criminal law</li> <li>• Legal procedures</li> <li>• Civil liberties and collective security</li> <li>• Case studies</li> </ul>	10 hours
	55 hours

<b>Total</b>	
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## Course Description / Rationale

This course explores the rights and responsibilities associated with being an active citizen in a democratic society. Students will explore civic importance issues such as healthy schools, community planning, environmental responsibility, and the influence of social media while developing their understanding of the role of civic engagement and political processes in the local, national, and global community. Students will apply the concepts of political thinking and the political inquiry process to investigate and express informed opinions about a range of political issues and developments that are both of significance in today's world and of personal interest to them.

## Teaching and Learning Strategies

The teaching strategies employed are varied to meet the needs and the ranges of learning styles encountered in any group of students and include some of the following:

- Assigned Readings
- Brainstorming
- Case study
- Conferencing
- Debate
- Oral Presentation
- Field trips/Virtual Field Trips
- Group Work (if virtual will be done in Break Out rooms)
- Research Projects
- Role Plays
- Video Analysis
- Structured Discussions

## Assessment and Evaluation of Student Performance

Assessment and evaluation will be based on the provincial curriculum expectations and the achievement levels outlined in this subject's Achievement Chart. A variety of assessment methods and strategies will be used, including tests, discussions, presentations, oral and written reports, rubrics, checklists, anecdotal comments, exemplars, group work, self and peer assessment, teacher observation, student-teacher conferencing, research essay writing and formal examinations.

## **Other information that I would add on the site will be:**

- ★ Assessment Tools I will be using.
- ★ Components of evaluation for the course.
- ★ Consideration when planning. (ELL students, instructional approaches I will be using)
- ★ Resources that I will be using. (reading list, websites etc.)
- ★ I will also add an Assessment map. (a tentative one)

## ***As an online teacher, what complexities do I need to be aware of in terms of the LMS and how these systems frame my pedagogical designs?***

### **How does the system help me to meet the student's needs?**

- ❖ Students and parents should be able to log on and navigate courses easily.
- ❖ Students should be able to access readings and course materials effortlessly.
- ❖ Students should be able to submit assignments and receive feedback on their work without difficulty.
- ❖ Students should be able to ask questions to their teacher. (create a forum, maybe)
- ❖ Make simple videos to help students navigate the course and upload them on the LMS.
- ❖ It should be possible for students to catch up on missed work with no trouble.

### **How does the system allow me to use it as a collaborative tool?**

- ❖ Make sure that I can deliver the content straightforwardly.
- ❖ Make my expectations to students clear (submitting assignments, feedback etc.).
- ❖ Ensure that I upload the right info under the right tab. (ex. Assignments under the assignments tab, readings into resources/files)
- ❖ Can the system accommodate the use of apps, podcasts, videos etc.?
- ❖ Does the system allow me to make learning interactive?

## ***What ideas do I currently have for creating a logical, predictable structure for the students I hope to teach next year?***

- I will continue to use the school board's LMS system (whatever board I'm on) regardless of whether schooling is in person or not.
- I will send a google form to parents to get their input on how they would like the site set up (ex. by subject or by days)
- I will send google forms to find out if everyone in the class has access to the internet, a camera, a device that can help them connect.
- I will set up the class website and post all the work that we do on the day. Students that have missed school can find it easier to catch up.
- To save paper, I will upload handouts or other documents on the site for students to access.

- At the beginning of each day, students will have a clear plan of how the day will unfold.
- I will provide a space on the site for students to post their questions and assignments.
- When doing all of the above, I need to make sure that students and parents can easily access the site. (maybe provide a video on how to log in at the beginning of the school year)
- Design lessons that are culturally relevant to students.
- Design lessons using the UDL framework.
- Create a survey at the beginning of the semester to find out some of the passions present in the room and design lessons in connection to that.
- At the end of the school day, always remind students verbally what they have due for the next day and let them know where to find it on the class website.
- Post examples of what a student product should look like.
- If classes are online, always remind them of the virtual classroom etiquette at the beginning of the day.
- Create opportunities for collaboration.



## WEEK 3 - February 8th, 2021

### Assistive Technology to help with reading.

A positive classroom experience supports an environment in which all students make the most of their learning potential. In a classroom, students do not all perform at the same level, and some lack the skills required to maximize their learning. This is where assistive technology comes in. It acts as a support system and provides students with exceptionalities the opportunity to fully engage in their learning.

There have been many developments in assistive technology tools that teachers can now use to improve students' academic growth. Students who have special needs are all unique in their way, and the areas in which they need assistance vary.

A couple of years ago, I had a student called Anna who had dyslexia and had a hard time reading. Students who have dyslexia usually read below grade level but can become high achievers if pushed in the right direction. Instead of having students with dyslexia hate reading because it's too hard for them, maybe with the help of the appropriate assistive technology, their hate for reading can turn into love for reading.

Assistive technologies include devices and applications that help people with dyslexia with various tasks, including:

- Reading
- Spelling
- Writing

According to Anna's IEP and from talking to her parents, I gathered that she hated to read. During a mini conference with her, I found out that she likes dinosaurs. So, we found audiobooks on dinosaurs, and Anna enjoyed ear reading them. Books were no more a form of torture because she could now listen to books that were of interest to her.

There is a wide array of assistive technology tools available to help individuals who struggle with reading. Although each tool has its particularities, all of them help by presenting the text as speech and help with fluency and comprehension.

In Anna's case, the assistive technology that we used was audiobooks (Raz Kids, Learning Ally, Audible etc.). This method of ear reading is fantastic for building reading fluency. To get the student engaged, it can be used for fun initially, to make them discover their love for learning and show them how to follow along, and later can be used for assessment purposes.

I could later see an improvement in Anna's writing because she had an increase in her vocabulary

and improved her sentence structures as well.

## WEEK 4 - February 22nd, 2021

### Designing a learning activity for students

The need I am trying to address here is *Collaboration*. Collaboration is a skill that often doesn't come easily to students -- that's why they hate group projects. There's where teachers come in!

The learning activity that I have designed can be used for Grade 4 and 5 students in a Social Studies class, and the web-based desktop publishing software application they will be using is LucidPress. The latter is Google's Answer to Microsoft Publisher! It is a user-friendly tool that students and teachers can use to create stunning content that brings their big ideas to life. You can create visual learning aids, posters, newsletters & other teaching resources. Teachers can also create and share assignments with students on Lucidpress. Students can access the Google Classroom assignments, complete them in Lucidpress, and then submit them for grading. Submitted assignments are available to view in Lucidpress and record grades in Google Classroom.

The best way to use Lucidpress within the classroom is to assign projects, hence promoting PBL. This platform is excellent for any ongoing assignments where students build their work throughout the year. It provides students with various templates to create posters, mind maps, diagrams, brochures, or any other visual aid in minutes while improving their technological skills.

### The Lesson Plan Overview

In this lesson, students will take travel agents' roles promoting an ancient civilization of their choice – Mesopotamia, Egypt, Rome, Greece, China, and India.

At this point, students would have familiarised themselves with all the civilizations, and students will use this lesson to plan and work on their culminating task. They will critically examine all the information they have to see which ones best fit on their brochure. Using LucidPress, students will work in groups to design brochures to entice travellers to visit their civilization. The brochure will contain facts about each civilization, such as rulers, daily life, economy, etc. They will also demonstrate the impact of physical geography in determining an ancient civilization's rise.

### The Objectives

Students will be able to:

§ Illustrate and promote the main features of their chosen civilization.

§ Explain how physical geography affected the development of early civilizations.

§ Make a connection between the civilization's physical geography and how it impacted daily life.

### Planning

§ Students will view the LucidPress StartUp Guide. (about 2 minutes)

§ We will look at templates that we can use on the website together.

§ They will be given the rubric prepared by me.

§ We will co-create the checklist of required components for travel brochures.

§ They will be encouraged to look for old brochures at home, in school or the community and online.

§ We will brainstorm in class.

As I mentioned above, many students find it hard to collaborate, and I find that LucidPress helps a lot with the matter. Students have the option to create a team document. The main page is very similar to the Google Drive layout, which most students are familiar with. Students have the opportunity to view recent or shared documents and revision history and add collaborators to a project. Once a project is finished, students (and teachers) can download their document, publish it on the web, share it on social media. Besides creating collaboration moments and promoting creativity, it's a great tool that students can use in the future to design brochures or leaflets for their community/parents/relatives/clubs etc. LucidPress is also a safe tool for students to use online as they do not have to fill in any personal details, nor do they interact with strangers.

### Examples of LucidPress use in my Grade 4 French Immersion classroom last year:

*(students doing a brochure on physical regions of Canada)*



## WEEK 5 - March 1st 2021

### Digital Literacies

Digital literacy is no more just the ability to use a computer. It is an umbrella term for saying that one is well versed in essential skills such as ICT literacy, Technological literacy, and Information literacy. UNESCO's Information for All Programme[1] (IFAP) recognizes the considerable effort being made by many international organizations in "*measuring the information society*" and defining digital literacy as a life skill.

In the Education world, when we look at the 6 Cs of NPDL, we gather that it is our job as educators to equip students with skills they would later use in a work environment, skills such as responding malleably to complex issues, communicating proficiently, managing information, working collaboratively, using technology, and being productive in every possible way. In the past, these capabilities were not taught in schools or measured on regular assessments. So as educators, we now have to embed digital literacy in all levels of the educational system, so students are well prepared for the future!

Many studies have shown that successful learning happens in all areas when students are digitally literate. Students can access information without any difficulty and can therefore have the possibility to complete their work efficiently. However, the essential question here is, can they manage, integrate, and evaluate the data effectively?

I believe these are skills that need to be taught in the classroom. Educators need to address the complexities of evaluating information, the differences between reliable and unusable digital resources and, more importantly, teach students about literary theft. I have observed that many students, especially younger ones, do not know that copying and passing off the ideas or words of another as one's own without crediting the source is called stealing. Therefore, from the NCTE list, I chose to examine the ***rights, responsibilities, and ethical implications of using and creating information***. More precisely, I will be focusing on the crucial topic of plagiarism.

#### ***How will I teach about Plagiarism?***

The *USE, UNDERSTAND & CREATE* framework can be used as a guide for teaching this aspect of digital literacy. When students use, understand, and create, they use their critical minds versus copying from the internet.

There are many ways to teach about plagiarism, and I believe that it should be done starting in elementary itself (Grade 4, in my view, would be ideal). For example, the teacher can spark conversations by telling students that he/she has been working on some poems, display the poems on the board, read them to the class, look at the class's reactions (when they realize that the teacher has copied lyrics of famous songs but put their name on it). They can then discuss how dishonest that is and how one can't take pride in one's work if one's stealing someone else's. The teacher can then brainstorm to see how much they know and discuss the real-world consequences of plagiarism from elementary to high school and later on how it could affect their

grades in university.

The *PST2 + iC3 Framework* is an excellent tool for teaching students to paraphrase, synthesize, quote, and cite their sources. Watching movies, Ted Talks or listening to podcasts about plagiarism is also a good idea. It is also essential to highlight the different forms of plagiarism. According to “The Plagiarism Report”[2], from Turnitin, even re-tweeting is considered to be a form of plagiarism which I am sure many young people are not aware of.

***In the end, how will I assess and evaluate?***

One way to do this is through exit slips and quizzes, asking students to list the consequences of plagiarism on their education and career. Another way would be to provide students with opportunities such as writing a report or researching for a project to evaluate their sources and paraphrase/or synthesize their information correctly and perceive how well they do.

Digital Literacy is now a “gate skill” for employability, and avoiding plagiarism is a part of being digitally literate. Not only is it unethical, but it can ruin your reputation and make you unreliable and even have legal repercussions. It is, therefore, our duty as educators to teach students that their work should always be their thinking and if they have borrowed any parts of it, to rightfully credit the lender. They should be encouraged to plan their work, give themselves plenty of time to read and research the topic they will be writing on and use their own brilliant writing!

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[1] <https://en.unesco.org/news/council-unescos-information-all-programme-ifap-reviews-and-renews-its-work-bring-information>

[2] [1] [https://www.turnitin.com/static/plagiarism-spectrum/?\\_ga=2.217453779.419672141.1500399978-152846587.1500399978](https://www.turnitin.com/static/plagiarism-spectrum/?_ga=2.217453779.419672141.1500399978-152846587.1500399978)

**WEEK 6 - March 8th 2021**

## Coding and Transferable Skills

**My Project was “*The jumping elephant*” by aruma056.**

<https://scratch.mit.edu/projects/498276324>

I thoroughly enjoyed the coding session that was offered to us though I found it a bit challenging as I have never done any coding before. I gathered that coding has become quite common in schools, and one way to introduce the technical skills of coding is through *Scratch*. Coding can be used at all grade levels and is a great way to support project-based learning. It enables students to collaborate, get their creative juices flowing, use their critical thinking skills and communicate, which are 4 of the 6 Cs of deep learning. (NPDL)

It is an excellent way for students to grasp computational concepts, such as sequencing, iteration, while doing their projects. There are many ways that Scratch can be integrated into the classroom and recently coding has been embedded in the new Math curriculum for students to understand Math concepts. Students can create games using mathematical concepts such as estimating, multiplying, and graphing. However, coding can be used across the curriculum, ranging from language arts and history to science. Students can create stories, summaries, reports on topics they have researched. In Science classes, they can design illustrations of processes, such as water pollution or learning about cell division. I remember seeing a teacher at my practicum on the OCSB last year asking students to draw candles during Advent and asking students to use Scratch to explain each candle's meaning.

When looking at the UDL guidelines, which are to provide multiple means of representation, action, expression, and engagement, I have seen that many of the coding websites that I have visited, such as [studio.code.org](http://studio.code.org), have checkpoints that define Universal Design for Learning. One example is that to complete projects, students can choose from a range of themes that they can relate to, such as Minecraft, Roblox, etc. For representation in the classroom, the ACTÜA website has projects about discovering Indigenous Trail trees using coding. Feedback is given at many stages, and they are also challenged along the way. Many students do not have access to this at home and thus we are opening doors for them to learn how to code and do so in an accessible learning environment.

Coding is an essential part of education and considered to be a must have transferable skill in the 21st century. In the classroom, I think once you realize how much it can help with engagement, it's worth the time and energy. As teachers, we are always encouraged to have a growth mindset, and though sometimes we get stuck in a humdrum where we don't want to try new things (I know I sometimes do), it's always good to try new things as, through you, students are learning to take risks and are not scared to fail.

References <https://scratch.mit.edu/projects/99832>

**WEEK 7 - March 22nd 2021**

Formative assessments, even though they look like they are impossible to achieve virtually, they are not. I would even argue that it is all the more important to check for understanding, provide feedback and collect evidence of learning when teaching in an online context.

## What I plan to assess

### **Grade 10 Civics – CHV20**

#### **Strands**

**A. Political Inquiry and Skill Development:** This strand highlights the political inquiry process and the skills that students need in order to become active and informed citizens who participate purposefully in civic affairs and can influence public decision making. Students will develop their ability to use the political inquiry process and the concepts of political thinking when analysing issues, events, and developments of civic importance. They will apply this process and related skills in a variety of contexts throughout the course, thereby enhancing their ability to solve problems and to be critically thoughtful and collaborative citizens in the various communities to which they belong.

#### **Overall Expectations**

**A1. Political Inquiry:** use the political inquiry process and the concepts of political thinking when investigating issues, events, and developments of civic importance.

When planning I will need to think about the purpose of this formative assessment and the evidence of learning I want to collect. To summarize, students will compare the federal, provincial, and municipal levels of government, including leadership roles, elected officials and division of responsibilities. For each level of government, students will identify issues or areas of responsibility and explain how it affects their lives. Afterwards, students will reflect on why it is important to know the division of responsibilities among different levels of government and their elected representatives.

The guiding questions will be as such:

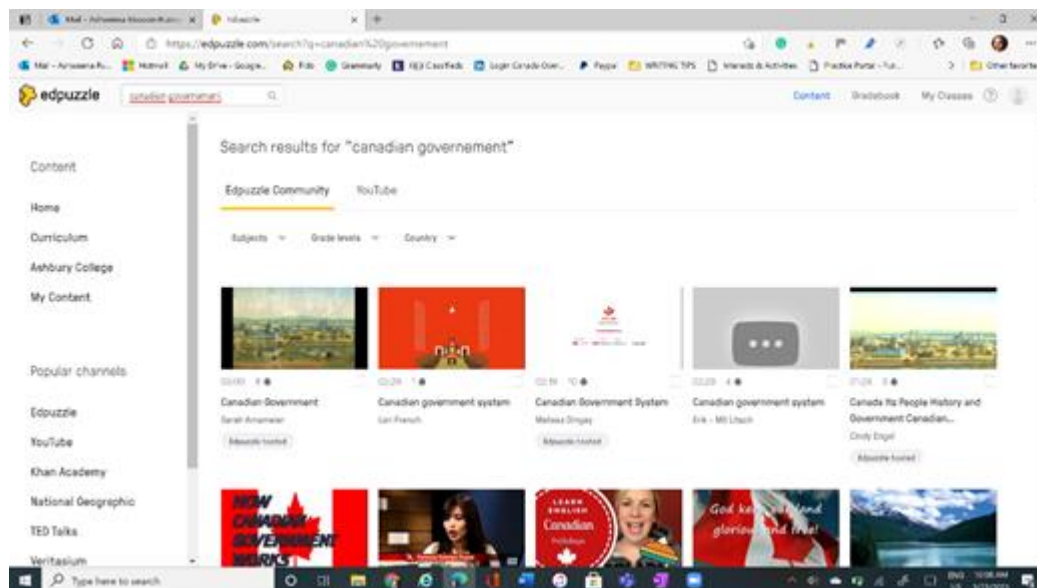
- How is the government in Canada structured?
- How do the different levels of government in Canada impact me?

Through formative assessments I will check whether students

- ❖ Understood how the government is organized in Canada.
- ❖ Understand which level of government or elected representative they need to contact regarding a social issue important to them or their community.

## Tool I will use to assess

There are many tools that I will use to introduce the subject, such as YouTube videos, Kahoots, booking a virtual visit to the Parliament and Peardeck but today, I will be focussing on EdPuzzle, which is an assessment centred tool. I love this tool when doing formative assessments because you can embed interactive content such as multiple-choice questions or open-ended questions into pre-existing videos/Tedtalks. You can also use Edpuzzle's Live Mode feature and project a video that you created live in front of the whole class while students answer in real-time on their own devices! For this unit, there are many English and French videos on the Canadian Parliament that could be assigned to students. The best part is I can monitor an individual student's progress on any assignment that has been given to them and see a full report of their progress and answers they have given, thus gathering evidence for feedback. It's a great way to inform me about my instructional next steps as well.



The drawback of using Edpuzzle would be that it does rely heavily on literacy skills. A student who struggles to read or is an ELL and does not understand the vocabulary used in the question may find it challenging to answer the questions or may have to listen to it several times before being able to answer. In terms of TPACK, the students will receive content knowledge through different modalities. With the Edpuzzle assessments, I would therefore gather information on how my students learn best and what instructional strategies I need to meet their needs.



