[1]

Technology Immersion Seminar Proposal

05.01.2017

IS_LT 9471

Matthew Campbell

Jasmine Coffee

Julia Gray

Stephen Solen

Alex Urban

Brittany Williams

[1] Please visit *References* for image citation.

Project Roles

Matthew Campbell	Valuable contributor to all sections Main contributor of course content Learning Objectives Types of Learning Experiences and/or instruction
Jasmine Coffee	Valuable contributor to all sections Main contributor of course content Learner Analysis Contextual Analysis Learning Objectives
Stephen Solen	Valuable contributor to all sections Main contributor of course content Formative Evaluation Summative Evaluation Learning Objectives
Alex Urban	Project Manager Valuable contributor to all sections Main contributor of course content Broad Goals and Big Ideas Implementation Plan, including Scheduling Learning Objectives
Brittany Williams	Valuable contributor to all sections Main contributor of course content Materials for Training Program or Learning System Learning Objectives
Julia Gray	Valuable contributor to all sections Main contributor of course content Needs Analysis Task Analysis Learning Objectives

Table of Contents

Section I: Desired Results

Broad Goals and Big Ideas

In June 2016, Apple announced that its App Store had reached 2 million downloadable apps. According to some analyses, the App Store is expected to more than double its size over the next four years, reaching 5 million apps by the year 2020 (Nelson, 2016).

Many of these applications could enhance classroom experiences, but how is a teacher supposed to keep up?

Conferences are one way. At these events, educators are often presented with novel tools to include in their classroom, but these pitches often don't present ways to incorporate the technology into a curriculum. Nor do they give teachers proper time to get used to the item before implementing it in the classroom.

The proposed project, the Missouri Technology Immersion Seminar (MTIS), will present content in the form of an intensive, face-to-face, two-day technology immersion seminar—away from the daily minutia that can distract participants from developing new ideas.The seminar then culminates in a workshop where seminar presenters work with faculty to create concrete lesson plans that include one of the exhibited technologies, explanations of why the chosen technology is applicable, and any necessary troubleshooting steps they may require. Once these lessons are created, participants are given the opportunity to share their lesson plans for evaluation by fellow participants. This event will be hosted by a participating Missouri university or college. Hosting duties will rotate annually.

The MTIS target audience is any K-12 educator, including digital natives and digital immigrants. Although creating engaging, meaningful learning for such a diverse audience may be challenging, it is the belief of the MTIS team that many of the applications presented have value across the K-12 spectrum. This immersion seminar will have a cap of 15 participants to maximize personal learning experience. Educators will be chosen based on experience and pedagogical knowledge, ensuring that conference staff may aid teachers in learning technological skills rather than pedagogy. In order to find teachers meeting these standards, calls for recommendations by school district administration will be distributed.

Learning Objectives

1. Educators will foster student teamwork by incorporating online collaboration tools into student assignments.

    1.1. Following a presentation on open education resources, educators will design a student group assignment incorporating the Wikipedia Education Project while being sure to follow all 10 lesson plan criteria required.

    1.2. After attending a workshop on effectively using web-conferencing tools, faculty will host a Blackboard Collaborate session with zero technical errors and will include (1) Breakout Rooms, (2) Whiteboard Tools, and (3) Polling.

2. Educators will assess student achievement by using online assessment tools in their classroom instruction.

    2.1. After a lecture and demonstration on Google Forms, the learner (the teachers) will be able to create a self-grading Google Form quiz with multiple sections by completing a checklist with 80% accuracy.

    2.2. After a lecture and demonstration on Quizziz, the learner (the teachers) will be able to create a Quizziz homework assignment with at least 10 questions by following a tutorial with 80% accuracy.

3. Educators will enhance their instruction by incorporating online presentation tools as a method to introduce subject material.

    3.1. After attending a lecture about using Google Slides, the learner will be able to create a Slides Presentation for classroom instruction, by following a checklist and using at least 80% of suggested features from the checklist.

    3.2. After a seminar on using Prezi, the learner will be able to create a Prezi for classroom instruction, that includes text, frames, media, a theme, and an ordered path.

4. Educators will effectively integrate new technology into their curricula to improve student achievement.

    4.1. After attending an integration workshop, teachers will determine a technology that will benefit students by listing at least three aspects that will help the student reach a curricular goal.

    4.2. After determining which technology they would like to include in a lesson, teachers will devise a project plan for students including a (1) a rough storyboard and (2) a step-by-step guide.

4.3. After devising a project plan for students, teachers will create a model project by following their previously made step-by-step guide.

4.4. After creating a model project, teachers will re-assess their proposed project according to (1) time restraints, (2) necessary materials, (3) required preparation and (4) any additional personnel needed to make the project a success. (Stockslager, 2006)

4.5. After re-assessing their proposed project, teachers will create an assessment rubric for student project including at least (1) specific criteria, (2) criteria weight, and (3) quality categories.

Needs Analysis

The Missouri Technology Immersion Seminar is a two-day, face to face training for K-12 educators. The content will cover a variety of ways to effectively integrate online technology tools into instruction for assessment, presentation, and collaboration needs. The table below shows the key stakeholders, and their expectations, for the Seminar. Educator and student data was collected using surveys that allowed them to respond to statements relating to technology in the classroom. Surveys were delivered and collected by classroom teachers. For younger students, and students with disabilities, surveys were adapted or read to students. Families were asked a short list of questions during parent-teacher conferences. Teachers recorded families thoughts and the project manager collected surveys from both students and families. Administrators and the superintendents of districts were interviewed during a district meeting. The project manager delivered and collected surveys at the meeting. For administrators who were un-present and electronic form was sent. (See Appendix A for materials.)

Stakeholders	**Expectations for Seminar**
K-12 Educators	To gain knowledge on the use of several different technology tools that will support them in their work as an educator and improve student achievement.
K-12 Students	A variety of new technology tools implemented in the classroom to support engagement and motivation.
Parents and Families of Students	Improved student achievement and motivation through the use of new technology in the classroom.
Administrators and School Districts	Improved student achievement and

	motivation, as well as educator growth in using technology in teaching strategies.

Project Roles	**Responsibilities**
Project Manager	Project Manager ensures that the conference is a success by motivating staff teams, facilitating communication, and tracking any tasks relating to event outcomes.
Collaboration Team	Collaboration Team researches and chooses relevant technology that will increase student collaboration in in-seat or homework assignments. This team, after presenting the technology, hosts a separate workshop for all teachers who have decided to incorporate said technologies into a lesson plan.
Assessment Team	The Assessment Team chooses technology tools used for assessment purposes to present at the seminar. They then use the second day to let participants create unique assessments for their own instruction purposes using these tools.
Presentation Team	The Presentation Team selects technology used for lectures / presentations that are shown to increase student engagement. This team then demonstrates these technologies to participants. After, a workshop is held to give educators time to create instruction using these new technology tools.

Stakeholder Asked	**Problem**	**Causes**	**Solution**
K-12 Educators	A variety in technology use is lacking. Student	Teachers do not have the knowledge about how to use	Teachers need to be trained on a variety of technology tools

	engagement and motivation is low. Student achievement is low.	new technology that would help promotes student engagement, motivation, and achievement	that can be used in the classroom.
K-12 Students	Teachers do not use enough variety in technology for instruction. Motivation and engagement is lacking.	Teachers do not have the knowledge or resources to use a variety of technology to teach. The lack of variety makes students unmotivated and engagement difficult	Training for teachers on new and engaging technologies to use in the classroom.
Parents and Families	Student achievement is lower than wanted. Students are not motivated to perform to their best abilities.	Students are not engaged or motivated in classroom so their performance is lacking. Instruction is too routine.	Training for teacher in new ways to instruct classes that add variety for the students that result in better achievement.
Administrators and School District Superintendents	Student achievement is lower than wanted. Educators are not motivating and engaging students enough.	There is a lack of diverse technology being used which could be resulting in lower student engagement. There are no local Professional Development opportunities focusing on technology and engagement for educators to participate in.	A professional development opportunity that focuses on training teachers in using several technology tools, that have resulted in higher student engagement, motivation, and achievement when implemented in the classroom.

Task Analysis

This task analysis is included to show the steps that our learners will take to meet the learning goals of this seminar. The two examples in this task analysis were chosen because

they give a good overview of how the procedure of the seminar will be carried out on both days. The first learning goal should be met on day one of the seminar after attending a lecture. The second goal will be met on day two of the seminar through a workshop.

Topic Analysis

Goal 1: Educators will enhance their instruction by incorporating online presentation tools as a method to introduce subject material.

1.1 After attending a lecture about using Google Slides, the learner will be able to create a Slides Presentation for classroom instruction, by following a checklist and using at least 80% of suggested features from the checklist.

1.1.1 Following a presentation on using Google Slides, educators will create, or sign into existing Google accounts and create a new Google Slides.

1.1.2 Educators will title their project.

1.1.3 Educators will use a checklist to locate and use 80% of features listed on the checklist into their Google Slides project.

1.2 After a seminar on using Prezi, the learner will be able to create a Prezi for classroom instruction, that includes text, frames, media, a theme, and an ordered path.

1.2.1 Following a presentation on using Prezi, educators will access Prezi.com and sign up for a basic account.

1.2.2 Educators will open a new Prezi Project and choose a template.

1.2.3 Educators will title their project and add text, frames, and media.

1.2.3 Educators will edit the path of their Prezi Project.

Goal 2: Educators will effectively integrate new technology into their curricula to improve student achievement.

2.1 After attending an integration workshop, teachers will determine a technology that will benefit students by listing at least three aspects that will help the student reach a curricular goal.

2.1.1 Teachers will compare technologies presented during the seminar.

2.1.2 Teachers will choose a technology that they think will best fit their curriculum needs.

2.1.3 Teachers will list three aspects of the chosen technology that will help them reach their curriculum goal.

2.2 After determining which technology they would like to include in a lesson, teachers will devise a project plan for students including a (1) a rough storyboard and (2) a step-by-step guide.

2.2.1 Educators will create a storyboard that meets lesson objectives while incorporating their selected technology. The storyboard should include sketches, timing and commentary.

2.2.2 Educators will create a step-by-step guide with enough detail that students can use the selected technology successfully, with troubleshooting steps to help solve technology problems.

2.3 After devising a project plan for students, teachers will create a model project by following their previously made step-by-step guide.

2.3.1 Teachers will use the storyboard and step-by-step guide to create a model project.

2.3.2 Teachers will use the selected technology to produce the project

2.4 After creating a model project, teachers will re-assess their proposed project according to (1) time restraints, (2) necessary materials, (3) required preparation and (4) any additional personnel needed to make the project a success.

2.4.1 Teachers will consider problems they ran into while producing their model projects.

2.4.2 Teachers will consider any changes they need to make to their requirements, storyboard, and step-by-step guide.

2.5 After re-assessing their proposed project, teachers will create an assessment rubric for student project including at least (1) specific criteria, (2) criteria weight, and (3) quality categories.

2.5.1 Teachers will create a rubric based of the proposed product by listing specific criteria.

2.5.2 Teachers will weight each criteria based on complexity and importance of each criteria.

2.5.3 Teachers will provide quality indicators for each criteria that is specific to the outcome of the proposed project and model created.

Section II: Evidence of Acceptable Results

Formative Evaluation

The formative evaluations will be distributed to the both the learners and instructors directly after all presentations have been completed. A survey using Google Forms will be e-mailed to both groups regarding the effectiveness of presentations throughout. Data and statistics will automatically be organized by Google. The purpose of this survey is to gather the opinions and suggestions from learners and instructors on how to improve presentations in the future through the following information:

1. Were the presentations informative?
2. Was all the information provided to the learners?
3. Were the presentations clear and concise?
4. How could the presentations be improved?

Two weeks after the presentations, learners will be asked to join different in person focus groups to discuss their impressions on what they learned, and if the presentations helped them begin using the software in their own instructions. Instructors will lead the discussions in each focus group and record participant comments on a shared google drive with the other instructors. The discussion group will allow learners to provide feedback, suggestions, and concerns regarding each presentation. (See Appendix A for evaluations)

Summative Evaluation

Summative evaluations will be distributed to both learners and classroom students three weeks after the presentations are complete. A survey created in Google Forms regarding the learner's previous experiences and attitudes with the software, including their attitude toward the software after the presentations, and also whether or not the learners were able to successfully complete the goals for each software will be e-mailed to the learners. Google Forms will automatically organize the data and statistics to provide the instructors with valuable information regarding the learner success rate to complete the goals and activities presented.

Three weeks after the presentation, random students from the learners' classrooms will be "personally interviewed" face to face by presenting instructors to determine the following:

1. Are their teachers using the technology more often than before?
2. Are the teachers struggling to use the technology?
3. Have teachers successfully incorporated the technology in the classroom?
4. Are students benefiting from the use of technology in the classroom?

The information will be collected and organized by Steve Solen to present to the administrators and presentation instructors to determine whether or not the learners (teachers) are implementing the use of additional technology in the classrooms. Information regarding student interest/success will also be gathered in the interviews. (See Appendix A for evaluations)

Section III: Learning Experiences and Instruction

Learner Analysis

The audience for this training are the K-12 Educators. Below are the listed learner variables that will need to be reviewed for the training. The orienting context learning factors include demographic and background information that will be necessary to obtain to ensure that the training materials and seminar content are appropriate. The instructional context learning factors highlight what modalities of learning the K-12 educators prefer which ensure that the training team delivers a quality training based on the learning styles of the participants. The transfer context learning factors identified will provide valuable information regarding how comfortable our learners are with the subject matter and whether or not they feel they have the support from their district in regards to implementing educational technology into their lesson plans.

Context	Learning Factors	Data Collection
Orienting Context	**Demographics** 1. What is the age range of the educators? 2. What is the average age of the educators? 3. What grades to the educators teach? 4. Where are the educators from? 5. What is the level of education the educators have completed? 6. How many years of teaching experience do the educators have? **Technology Experience** 1. How comfortable are the educators with technology? 2. Do the educators currently integrate technology into their lesson plans?	• Pre-seminar questionnaire. • Likert scale survey with behavioral questions with the following rating options: ○ Strongly agree ○ Somewhat agree ○ Neutral ○ Somewhat disagree ○ Strongly disagree

	3. What educational technologies do the educators currently use? 4. What are the common technology issues that the educators have when using technology in the classroom? **Attitudes** 1. How interested are the educators in implementing technology into their lesson plans? 2. How much do the educators believe that technology can improve learning outcomes? 3. How much do the educators think technology can improve organization in their lesson plans?	
Instructional Context	1. What type of training do the educators prefer? a. Instructor led training. b. Web-based training. c. Blended learning d. Gamification 2. What learning modalities to the educators prefer? a. Auditory b. Visual c. Kinesthetic d. Read/Write 3. Do the educators prefer hard or soft copies when learning from instructional materials?	• Pre-seminar questionnaire • Post-seminar feedback questionnaire • Summative three-week follow-up survey

Transfer Context	1. Do the educators feel that a seminar on integrating technology into their lessons plans is effective? 2. Do the educators feel comfortable utilizing outside resources post-seminar if they have questions regarding the technologies covered during training? 3. Do the educators feel that their school administrators and district supports the implementation of new technology into the classroom?	• Pre-seminar questionnaire • Follow-up focus group discussion

Assumptions:

1. The educators already know or have already received training regarding student engagement.
2. Educators prior to the training will create the necessary accounts to the new technologies introduced during the seminar prior to attendance.

Contextual Analysis

The audience/participants in the contextual analysis portion of this training include the school administrators, IT points of contact, training teams, and K-12 educators. The information will be predominately gathered in a pre-seminar questionnaire sent out to the educators and their school administrators along with an in-depth discussion with the school administrators regarding the organizational factors identified.

Orienting Context	Data Collection Method
Environmental Factors: 1. Will the educators have access to laptops, chargers, and other needed	• Pre-seminar questionnaire • In-person observation of facilities

equipment for the training? 2. Will the space be sufficient for the seminar? 3. Will there be reliable internet access over the course of the training?	• Network connections check prior to the seminar beginning.
Organizational Factors: 1. How will the seminar be funded? 2. Will there be incentives for educators if they implement the technologies covered in the seminar into their lesson plans post training? 3. Will there be IT support should any educators or instructors run into technical issues?	• Pre-seminar discussion with school administrator. • Pre-seminar discussion with IT regarding technical support.
Instructional Context	**Data Collection Method**
Environmental Factors: 1. Will the seminar be recorded for the educators as a resource to refer back to at a later date? 2. Will there be enough training support for the educators during the seminar to assist with fielding questions? 3. What external resources will be available to the educators outside of the seminar?	• Pre-seminar needs assessment interview with school administrators • Pilot seminar prior to delivery of formal training
Organizational Factors: 1. Will the district be able to further support the the educators' questions post-seminar? 2. Will additional educational technology training be provided to the educators?	• Pre-seminar needs assessment interview with school administrators

Transfer Context	Data Collection Method
Environmental Factors 1. Will educators be given proper time during the seminar to adequately learn the content enough to implement into their lesson plans? 2. Will the training materials be sufficient in aiding the learning process for educators during the seminar?	• Pre-seminar needs assessment interview with school administrators • Pilot seminar prior to delivery of formal training. • Summative Survey
Organizational Factors 1. Will educators be supported by the district to further and deepen their knowledge regarding the technologies covered in the seminar if desired? I.E allotted time to attend webinars, online Q&A sessions, etc. 2. Will a formal structure be put into place by the district for the educators chosen for the seminar to remain in contact with each other if desired	• Pre-seminar needs assessment interview with school administrators

Assumptions:

1. Time as already been allocated for these educators to attend the seminar based on the fact that they were recommended by their school administrators.
2. Educators will have proper coverage for their classrooms while they are at the seminar.
3. Lunch breaks and other breaks throughout the seminar will be provided determined based on the needs of the class during the seminar and are intentionally kept flexible.
4. Educators are responsible for travel to the seminar and no overnight arrangements are being provided by the districts.

Types of Learning Experiences and/or Instruction

During the Missouri Technology Immersion Seminar, participants will be exposed to intensive, face-to-face two-day technology presentations with the opportunity to incorporate into their field what they learn. Participants will be introduced to a number of

key online applications to enhance their field, and participants will be given the opportunity to implement learning in one of the following areas:

-Planning to create and foster online collaboration with the Wikipedia Education Project and Blackboard Collaborate

-Creating online assessment tools for class instruction using Google Forms and Quizziz

-Incorporating online presentation tools into lessons using Google Slides and Prezi.

-Integrating new technology into curricula to improve student achievement by planning and implementing said plan with course instructors input.

Within this two-day seminar, participants will be exposed to a diverse learning experience (see table Appendix B.2 Learning Experiences and Instruction Strategies). Participants will be exposed to learner to content experiences through lectures and presentations in each session, learner produced content in each session, and providing relevant experiences in instruction. Participants will be exposed to learner to instructor experiences with questioning in sessions and provided feedback on specific strategies. Participants will be exposed to learn to context experiences with situated problem solving in authentic settings to promote new skills. Participants will be exposed to learner to learner experiences with interaction with peers in a Blackboard Collaborate workshop, interaction,and sharing and reflecting on new learning. Finally, participants will be exposed to learner to self reflective learning. Learners will be encouraged to set goals implementing new learning and skills.

The purpose of each presentation and workshop, over the two days, is that content will be presented through direct instruction. Participants will be able to evaluate the need of the new technology as well as collaborate with peers and instructors in person of best use in courses. Participants will have time to plan and direct new learning to each participant's field of expertise. The ideas is that participants walk away from this seminar with knowledge of online collaboration, assessment, and presentation tools, as well as, a solid, well-thought plan to implement the new learning into participants field of expertise.

Materials for Training Seminar

Sample materials for the training seminar are located in Appendix B.3 Materials for Training Program for instructional artifacts. These include samples of materials for the trainings such as a lesson plan for the session, a checklist the participants will follow, a survey they will take to evaluate others as well as an example PowerPoint presentation used during the training. The materials will be samples from the online assessment tools

section of the training. All of the sessions will run in the same fashion as the one being given as an example.

Implementation Plan

General Project Management Requirements

- A Microsoft SharePoint site will be created with calendars, discussion boards, announcements, contact information, and any necessary documents for presenters and stakeholders. This assures that there is main hub of information accessible to all project participants.
    - One of the key documents uploaded to this SharePoint site will be a project scope document to provide a blueprint for tracking and monitoring the many tasks involved. (Larson and Lockee, 2014) This document will include a Gantt chart showing participant progress toward assigned goals as well as a project budget.
- In order maintain communication beyond electronic formats (such as the SharePoint site and emails), participants directly related to the creation and success of the event will meet bi-weekly for six months prior to event go-live. These meetings may increase in frequency closer to this go-live date.
    - For those participants working remotely at the time, telephone conferencing equipment as well as Skype will be available in designated meeting rooms.

Pre-Seminar Requirements

- Prior to inviting attendees to the seminar, an event registration system needs to be created. Rather than spending money on a third-party enterprise system, a web page can be created with an embedded Google Form. This form will incorporate add-ons such as “formLimiter” to cap the number of participants as well as another add-on, “Form Notifications”, to send customized confirmation emails to new enrollees.
    - This event registration will also gather any necessary information such as accessibility accommodation or dietary restrictions for provided snacks and lunches.
- Advertisements and various marketing tactics will be conducted by the Marketing Department of the home institution.
- In order to create a seminar that promotes engaged learning the following analyses must be conducted: (1) Needs Analysis, (2) Task Analysis, (3) Learner Analysis, and (4) Contextual Analysis.
- Seminar conductors also need to reserve spaces for training sessions as well as space to serve as a common area between session. Conductors need to consider

room type (conference room, computer lab, auditorium), size, proximity, and any necessary ADA consideration.
- Conductors will consider recruitment of student volunteers through fliers, emails, and announcements from academic advisors.
- Catering reservations for two lunches with consideration for stated dietary restrictions need to filed.
- A/V tickets need to be submitted to IT Department to ensure that presentations and workshops will be recorded and available for participants after the seminar has ended.
- All scheduled presentations, breaks, and pertinent information for attendee's will be uploaded into an event / conference management system, such as EventXD. This application will allow attendees to access necessary information and conference schedule from a mobile device.
    - Fliers will be printed through a Mail / Printing service provider to supplement this mobile application.
- All presenters will conduct trial runs of the seminar content.

Post-Seminar Requirements

- Summative Evaluation
- Creation of a website through an in-house WYSIWYG editor to house post-event materials.
- Upload of all in-seat training materials as PDFs for participants to use after the seminar.
- Upload of all recorded videos for for participants to review.
    - All attendees who access these videos will be notified that closed-captioning is available upon request.

Other Logistical Requirements

- Reserve necessary iPads, Chromebooks, Laptops or any other electronics that are not included in conference spaces or computer labs.
- Prepare computer labs for users to sign in via guest accounts.

To view our event schedule, visit Appendix B.1.

References

Larson, M., Lockee, B. (2014). *Streamlined ID: A Practical Guide to Instructional Design*. New York, NY: Routledge.

R Nelson. (2016, Aug 10). Apple's App Store Will Hit 5 Million Apps by 2020, More than Doubling Its Current size. [Web log]. Retrieved from https://sensortower.com/blog/app-store-growth-forecast-2020

L Stockslager. (2006, Oct 31) 6 Steps For Integrating Technology into Your Lesson Plan. [Web log]. Retrieved from http://www.edtechmagazine.com/k12/article/2006/10/6-steps-integrating-technology-your-lesson-plan

Cover page image:

Creator of image unknown. (Date of production: Unknown) Title of image is unknown. Retrieved from: https://nasparegion5.files.wordpress.com/2013/07/hires.jpg

Appendices

Appendix A - Needs Assessment and Evaluation Materials

A.1 Needs Assessment Materials

Needs Analysis Survey for Students

Prompt: Please respond to the statements below with how well they match your classroom environment and teaching styles of instructors. Your responses are anonymous will help us improve the use of technology at your school.

Statement	**0-Strongly Disagree** **1-Disagree** **2-Unsure** **3-Agree** **4-Strongly Agree**
A variety of technology is used for instruction and learning at my school.	
A method of technology is often used to teach content material in my own classroom.	
I feel highly engaged during class time.	
I am motivated to learn and complete my work in class.	
I feel confident in the work I produce..	

Technology is used to do checks or assessments on learning.	
My teachers seem to understand how to use different kinds of technology to help students be successful.	
We use technology on a daily basis for learning purposes.	

Needs Analysis Survey for Educators

Prompt: Please respond to the statements below with how well they match your classroom environment and teaching styles. Your responses are anonymous and will help us improve the use of technology at your school.

Statement	**0-Strongly Disagree** **1-Disagree** **2-Unsure** **3-Agree** **4-Strongly Agree**
A variety of technology is used for instruction and learning purposes at my school.	
I often use a method of technology to help teach content material in my own classroom.	
My students are highly engaged during class time.	
My students seem motivated to learn and complete work.	
My students are performing at or above grade level.	
I often use technology to do checks or assessments on learning.	
I feel confident in using different kinds of technology to help students be successful.	
I use technology with my students on a daily basis for learning purposes.	

Needs Analysis Interview Questions For Families

Prompt: While you're here, we would like to ask you a few questions about you, your student, and how you feel we are performing as an institution. These open-ended

questions are completely voluntary and anonymous. We are simply gathering data to make sure we are meeting your student's needs.

Q1: What are your thoughts on your student's level of achievement?
A:
Q2: How would you describe your students attitude and motivation towards school?
A:
Q3: What areas do you feel that our school needs improvement in?
A:
Q4: What are your thoughts on our school's use of technology?
A:

Needs Analysis Interview Questions For Administrators and Superintendents

Prompt: First off, thank you for giving us a few minutes to speak with you today. As we develop this exciting opportunity to bring teachers together to learn about new technology, we want to hear from you. It's important that we hear from you about any perceived gaps between student and teacher performance and how you feel this institution should be performing. These are open-ended questions, and we encourage discussion. Let's begin.

Q1: Describe your school's or district's teaching environments in regards to technology.
A:
Q2: How are your students' achievement levels when compared to other schools or districts?
A:
Q3: What professional development opportunities have your teachers attended in the

past year?
A:
Q4: What professional development opportunities do you feel are needed to improve your school or district?
A:

A.2 Formative Evaluation Materials

1. Learner Survey using Google Forms. This will be distributed to the learners directly after the presentations have concluded.

https://docs.google.com/a/nsanpete.org/forms/d/e/1FAIpQLSeL9TR9TlUB8qZ_stHQ-c7UibxQwLDraHTmwQa87jsrGKgQIA/viewform?usp=sf_link

(Image below)

Technology Immersion Presentation

Please answer the following questions regarding Immersion presentations. Please be honest in your review, and provide feedback you feel will help improve the presentations in the future.

* Required

In your opinion, how effective was each presentation in helping you understand and master specific software? *

	Not effective	Somewhat Effective	Neutral	Effective	Very Effective
Blackboard Collaborate	○	○	○	○	○
Google Forms	○	○	○	○	○
Google Slides	○	○	○	○	○
Prezzi	○	○	○	○	○
Quizziz	○	○	○	○	○
Wikipedia	○	○	○	○	○

Please rate the following statements from 1 to 5, 1 being "Not at All" and 5 being "Definitely" *

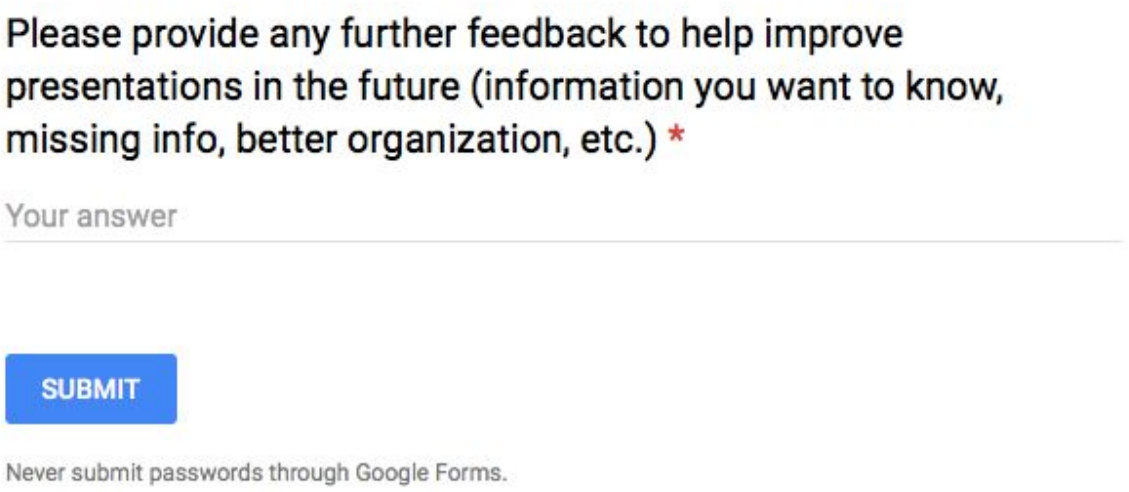
	1 - Not at All	2	3	4	5 - Definitely
The instructors presented all the necessary information for the learners to successfully use the new technology	○	○	○	○	○
The instructors answered my/other's questions to clarify any misunderstanding/confusion	○	○	○	○	○
The instructors were clear and concise	○	○	○	○	○
The presentations were organized and well presented	○	○	○	○	○
The presentations provided me with the desire to use new technology in the classroom	○	○	○	○	○

Which software program would best meet the needs of your classroom? How did the presentation help you come to this conclusion? *

Your answer

Is there a particular presentation you did not care for? Why or why not?

Your answer



2. Discussion questions being utilized by instructors to the learners two weeks following the presentations:

Discussion Questions to Learners	**Recorded Comments by Instructors**
Have you been able to implement any new technology into your curriculum? If so, which one(s)? Please share any success stories.	
Thinking of the technology you have incorporated, did the presentation(s) help you effectively learn how to use the software?	
Going back to the last question, are there any features you had to learn on your own that weren't included in the presentation? Do you feel it would be important to add those features to the presentation in the future?	
Overall, how did the presentations influence you to implement new ways of creating presentations/assessments in your classroom?	
Would you recommend these presentations to other teachers that did	

not attend? If so, which presentations would you recommend the most?	
Now that you have been able to use new technology in the classroom, do you have any suggestions to help enhance the presentations in the future? Please include presentation lengths, content, materials covered, goals and assessments utilized, etc.	

A.3 Summative Evaluations Materials

1. Learner Survey using Google Forms. This will be distributed to the learners three weeks after the presentations have concluded to evaluate the learner's ability to utilize the software in a classroom setting.

https://docs.google.com/a/nsanpete.org/forms/d/e/1FAIpQLSfSb174vGM-i5DxBRCHMVzpwcuZ6bsmE422c8ZAU_W9HS8IWQ/viewform?usp=sf_link

(Image below)

Tech Immersion Goals & Assessment Survey

Thinking of your results of the assessments used during the presentations, please fill out the following survey honestly and to your best knowledge.

* Required

Before the presentations I used the following software on a regular basis: *

- [ ] Blackboard Collaborate
- [ ] Google Forms
- [ ] Google Slides
- [ ] Prezi
- [ ] Quizziz
- [ ] Wikipedia Article Creations
- [ ] None of the above

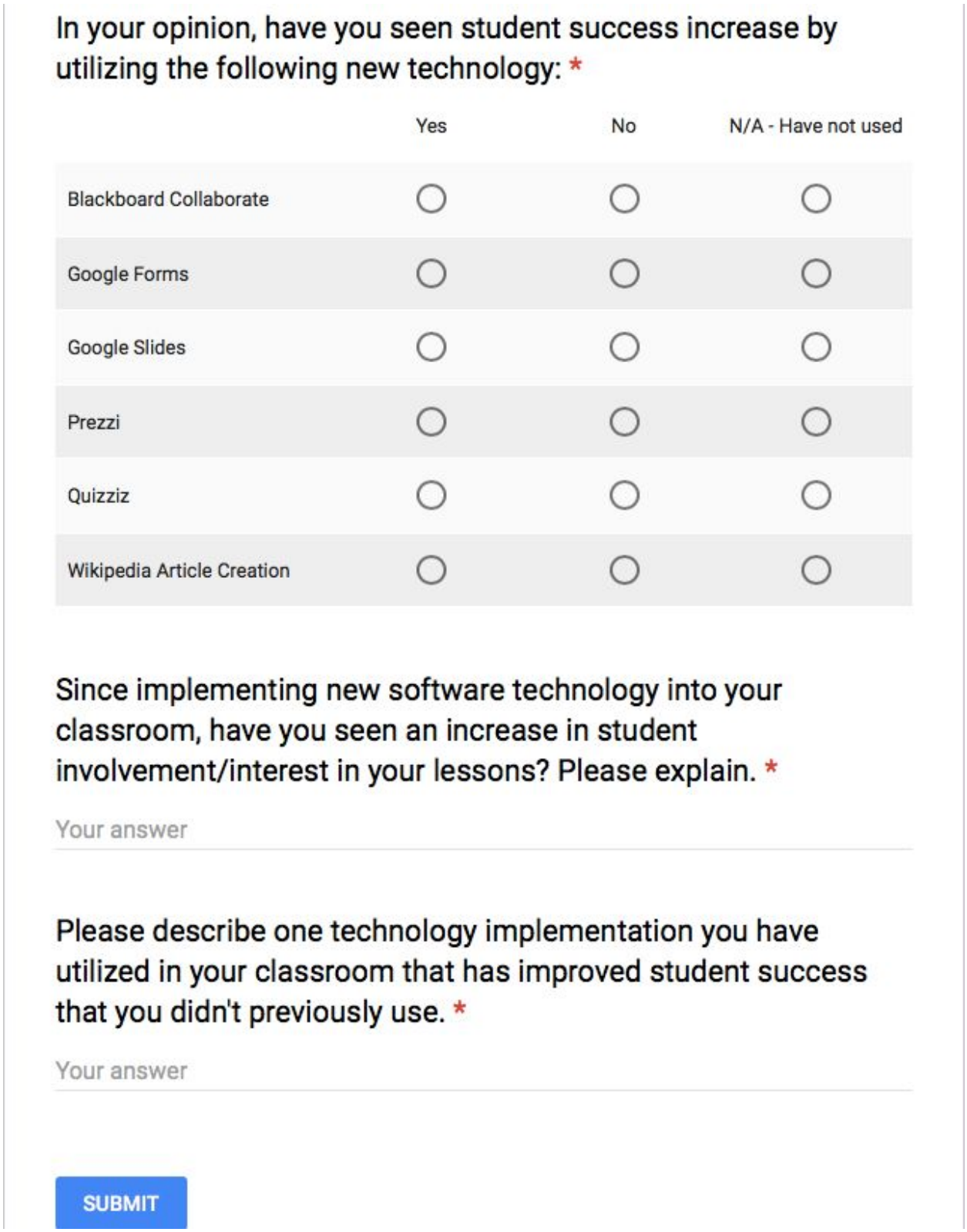
After the presentations, I began using the following software on a regular basis (please only check those you didn't use before) *

- [ ] Blackboard Collaborate

- [ ] Google Forms
- [ ] Google Slides
- [ ] Prezi
- [ ] Quizziz
- [ ] Wikipedia Article Creations
- [ ] None of the above

Since the presentations I have successfully completed the following goals in my classroom instruction based on the presentation requirements: *

	Yes - Successful	No - Unsuccessful	N/A - Did not Attempt
Design an assignment asking student groups to work together to expand an existing Wikipedia Education Project article or create a new article on a course-related topic using reliable sources.	○	○	○
Host a Blackboard Collaborate session with zero technical errors and included (1) Breakout Rooms, (2) Whiteboard Tools, and (3) Polling.	○	○	○
Created a Google form quiz with multiple sections and self grading by completing a checklist with 80% accuracy.	○	○	○
Created a Quizziz homework assignment with at least 10 questions by following a tutorial with 80% accuracy.	○	○	○
Created a Slide Presentation for classroom instruction, by following a checklist and using at least 80% of suggested features from the checklist.	○	○	○
Created a Prezi for classroom instruction, that includes text, frames, media, a theme, and an ordered path.	○	○	○



In your opinion, have you seen student success increase by utilizing the following new technology: *

	Yes	No	N/A - Have not used
Blackboard Collaborate	○	○	○
Google Forms	○	○	○
Google Slides	○	○	○
Prezzi	○	○	○
Quizziz	○	○	○
Wikipedia Article Creation	○	○	○

Since implementing new software technology into your classroom, have you seen an increase in student involvement/interest in your lessons? Please explain. *

Your answer

Please describe one technology implementation you have utilized in your classroom that has improved student success that you didn't previously use. *

Your answer

SUBMIT

2. Student individual interview questions to determine student involvement, interest, and success:

Student Observation Questions	Student Comments
Has your teacher started using any of the following new technology software in your classroom setting? If so, how have they incorporated these tools in their lessons? Blackboard Collaborate, Google Forms, Google Slides, Prezzi, Quizziz, Wikipedia	
As a student, has this new technology increased your interest in the classroom subject? Explain.	
Think back to before your teacher used this new technology, has your understanding of the material increased, decreased, or stayed the same? Please explain.	
How often does your instructor use this new technology? Daily, weekly, rarely?	
Compare the previous methods your teacher used to this new technology. Which do you prefer and why?	
What can your teacher do different using this new technology to enhance your learning experience?	

Appendix B- Materials, Schedules, and Implementation

B.1 Event Schedule

Event Schedule

Day 1 - Tools to Enhance the Classroom		
Time	**Event**	**Location**
9:00 - 9:30 a.m.	Welcome / Breakfast	LAU 08
Online Collaboration Tools		
9:30 - 10:30 a.m.	Open Educational Resources: Using team-based writing assignments to enhance learning (and alter an educational paradigm!). - Speakers: Jasmine Coffee & Alex urban	LAU 08
10:30 - 10:45 a.m.	*Break*	
10:45 - 11:45 a.m.	Web-Conference Tools and Virtual Classes: How to promote idea exchange between remote students. - Speakers: Jasmine Coffee & Alex Urban	BUH 107
11:45 - 1:00 p.m.	*Lunch*	DUL 01
Online Assessment Tools		
1:00 - 2:00 p.m.	Let Google Do the Work: Transforming Google Forms into self-grading quizzes. - Speakers: Brittany Williams & Matthew Campbell	BUH 107
2:00 - 3:00 p.m.	Avatars, Leaderboards, Themes, and Memes: Gamification and assessment with Quizziz. - Speakers: Brittany Williams & Matthew Campbell	LAU 08
3:00 - 3:15 p.m.	*Break*	
Online Presentation Tools		
3:15 - 4:15 p.m.	Sometimes Less is More: Replacing PowerPoint with Google Slides. - Speakers: Julia Gray & Stephen Solen	LAU 08
4:15 - 5:15 p.m.	#MeetingsAreLame: How to use Prezi to keep your students engaged. - Speakers: Julia Gray & Stephen Solen	LAU 08

Day 2 - Integration Workshops / Presentations		
Time	**Event**	**Location**
9:00 - 9:30 a.m.	Welcome / Breakfast	LAU 08
Workshops ***9:30 a.m. - 12:00 p.m.***		
Online Collaboration Tools BUH 107	**Online Assessment Tools** BUH 104	**Online Presentation Tools** BUH 106
12:00 - 1:00 p.m.	*Lunch*	DUL 01
Presentations ***1:00 - 3:00 p.m.***		
Time to show us what you got! LAU 08		
Wrap-Up Discussion / Conclusion ***3:00 - 3:30 p.m.***		

B.2 Table of Learning Experiences and Instructional Strategies

Goal 1: Educators will foster student teamwork by incorporating online collaboration tools into student assignments.

Behavioral Objectives for Learners	Type of Learning	Instructional Strategy	Rationale
1.1 Following a presentation on open education resources, educators will design an assignment asking their student groups to work together to expand an existing Wikipedia Education Project article or create a new article on a course-related topic using reliable sources.	Facts, procedural, application	Explain, demonstrate, model, interact, practice, discuss	The participants will need to know how to manipulate and create new and expand existing Wikipedia articles.
1.2 After attending a workshop on effectively using web-conferencing tools , faculty will host a Blackboard Collaborate session with zero technical errors and will include (1) Breakout Rooms, (2) Whiteboard Tools, and (3) Polling.	Facts, procedural, application	Explain, demonstrate, model, implement, discuss, create	The participants will need to know the benefits as well as how to use the basic functions of web-conferencing tools specifically Blackboard Collaborate to create their own sessions.

Motivational	Breakdown the two learning objectives for participants (Learning Requirements). Explain that communicating and collaborating is ever changing in online learning. Using Wikipedia Education Project and web-conferencing tools allows our students to interact anywhere.
Initial Presentation	1.1 First, open education resources will be presented. Second, the instructor will demonstrate how to use Wikipedia Education Project. Third, participants will come up with objectives and plan to have students add to the Project. 1.2 First, a effective web-conferences will be presented. Second, the instructor will demonstrate how to use Blackboard Collaborate. Third, participants will create Blackboard Collaborate sessions including breakout rooms, whiteboard tools, and polling.
Generative Strategy	The participants will utilize new knowledge on collaboration tools, follow step by step process, and hands-on activities to navigate and manipulate Wikipedia Education Project and Blackboard Collaborate.

Goal 2: Educators will assess student achievement by using online assessment tools in their classroom instruction.

Behavioral Objectives for Learners	Type of Learning	Instructional Strategy	Rationale
2.1 After a lecture with demonstration the learner (the teachers) will be able to create a google form quiz with multiple sections and that is self grading by	Facts, procedural, application	Explain, Demonstrate, model, interact, practice, discuss	The participants will need to know how to open a new google form, make it a quiz, how to ask different types of questions, how to section the quiz off,

completing a checklist with 80% accuracy.			how to make the quiz grade the tests and how to look at and interpret the results
2.2 After a lecture with demonstration the learner (the teachers) will be able to create a quizziz homework assignment with at least 10 questions by following a tutorial with 80% accuracy.	Facts, procedural, application	Explain, Demonstrate, model, interact, practice, discuss	The participants will need to know how to navigate the Quizziz site, how to create a quizziz, how to make different question types, and how to get the data you need from the student's tests.

Motivational	Ask participants how learning goals could relate to his or her field of expertise. Explain to participants that Google Forms and Quizziz allows them to assess students as well as allow an avenue for quicker grading and give feedback to each student.
Initial Presentation	2.1 First, a lecture and demonstration on Google Forms will be given. Second, participants will construct a Google Form quiz following a checklist. 2.2 First a lecture and demonstration on Quizziz will be given. Second, the participant will follow a tutorial. Third, participant will create a Quizziz homework assignment with 10 questions.
Generative Strategy	The participants will utilize new knowledge and hands-on activities to construct Google Forms and Quizziz.

Goal 3: Educators will enhance their instructions by incorporating online presentation tools as a method to introduce subject material.

Behavioral Objectives for Learners	Type of Learning	Instructional Strategy	Rationale
3.1 After attending a lecture about using Google Slides, the learner will be able to create a Slides Presentation for classroom instruction, by following a checklist and using at least 80% of suggested feature from the checklist.	Facts, procedural, application	Explain, implement, discuss,organize	Participants need to know the process of how to create Google Slides Presentations for the classroom. Participants will learn how to use this presentation tool as well as a collaboration tool.
3.2 After a seminar on using Prezi, the learner will be able to create a Prezi for classroom instruction, that includes text, frames, media, a theme, and an ordered path.	Facts, procedural, application	Explain, implement, discuss,organize	Participants need to know the process of how to create a Prezi in an ordered and meaningful manner for the classroom.

Motivational	Ask the participants how 21st century learning should be presented? Explain to participants that Google Slides and Prezi are both simple ways that students and instructors alike can present learning in the 21st century.
Initial Presentation	3.1 First, a lecture and demonstration on Google Slides will be given. Second, participants will construct a Google Slides presentation following a checklist. 3.2 First, Prezi will be presented and explained. Second, the instructor will demonstrate how to use Prezi. Third, participants will construct a prezi for his or her classroom instruction.

Generative Strategy	The participants will utilize new knowledge and hands-on activities to be able to use and navigate Google Slides and Prezi for online presentations.

Goal 4: Educators will effectively integrate new technology into their curricula to improve student achievement.

Behavioral Objectives for Learners	Type of Learning	Instructional Strategy	Rationale
4.1 After attending an integration workshop, teachers will determine a technology that will benefit students by listing at least three aspects that will help the student reach curricular goal.	Application	Explain, identify, demonstrate,attribute, defend	Participants will need to be able to demonstrate their learning by identifying technology that benefits students based on attributes and be able to defend that it can help students reach specified goals.
4.2 After determining which technology they would like to include in a lesson, teachers will devise a project plan for students including a (1) a rough storyboard and (2) a step-by-step guide.	Application	Structure, create	Participants will need to be able to demonstrate their learning by creating a plan to implement new technology.
4.3 After devising a project plan for students, teachers will create a model project by following their	Application	Implement and create	Participants will need to be able to demonstrate their learning by implementing and

previously made step-by-step guide.			creating said technology in individual classroom.
4.4 After creating a model project, teachers will re-assess their proposed project according to (1) time restraints, (2) necessary materials, (3) required preparation and (4) any additional personnel needed to make the project a success.	Application	Review	Participants will need to demonstrate their learning by reviewing their plan and making adjustments.
4.5 After re-assessing their proposed project, teachers will create an assessment rubric for student project including at least (1) specific criteria, (2) criteria weight, and (3) quality categories.	Application	Critique, create	Participants will need to demonstrate their learning and their students learning by creating a critique for newly implemented classroom technology for student learning.

Motivational	Participants will be given the problem of evaluating and implementing at least one of the tools for his or her class.
Initial Presentation	First, participants will attend one of three integration workshops. Second, participants will choose one online tool to implement into course. Third participants will create a rough storyboard and step by step guide for online tool implementation. Fourth, participants will create a model project. Fifth, participants will re-assess plan and create a rubric.
Generative Strategy	The participants will utilize learned information and step by step process to construct and implement a plan to create

	either online collaboration, assessment, or presentation in his or her classroom.

B.3 Materials for Training Program

B.3.1 Sample of the Introduction to Online Assessment Tools

Prompt: Today, we have talked about how you can work with your students online for collaboration. Now we are going to transition into online assessment tools you can use with your students. Over the next two hours, we will be diving into using Google forms as quizzes, and how you can gamify your classroom using Quizziz. Chances are that you have seen these types of assessments before, but we will hopefully be showing you how you can use these tools to better align with your curriculum and your personal classes' learning objectives. First, we are going to have you all log onto your Google accounts so that you can follow along as we show you some of the different features that Google forms has to offer. When you leave this first session over Google quizzes, you will be able to perform the following tasks:

- Create a Google form that is self grading
- Create a Google form that has multiple sections
- Create a Google form that has multiple types of questions (i.e. multiple choice, short answer, etc.)
- Create a Google form that is visually appealing to the user

Once everyone is logged onto your Google accounts, we can get started.

B.3.2 Sample Lesson plan for Online Assessment Tools

Google forms as quizzes lesson plan for the training
Lesson Background
Participants: Teachers K-12 **Subject**: Online assessment tools- google forms **Number of Participants**: 15 teachers **Objectives**: After a lecture with demonstration, the learner (the teachers) will be able to create a Google form quiz with multiple sections and that is self grading by completing a checklist with 80% accuracy. **Essential Question**: How can I create a personalized assessment for my class and students using google forms?

Grouping: whole group
Tools Needed for Lesson
Computer Access to a Google account
During Training Session
• Show participants how to start a Google form and how to set it up for a quiz • Demonstrate how to change question types • Demonstrate how to add points and assign correct answers to questions • Demonstrate how to add questions • Show how to create sections in the google quiz • Explain how to change the theme and colors to match specific quizzes and classes • Show participants how to publish the quiz so their students have access to it • Show participants different ways to look at the submissions and how to interpret the data
After the Training Session
• Participants will be turned loose to work on their own google quiz following a checklist • They will then post their final quizzes onto twitter so that others can evaluate their quizzes and give them feedback • The facilitators will be available for help and to answer questions

B.3.3 Sample Checklist the participants will follow

Follow the checklist to make sure you incorporate everything we have learned

- ❏ Create a new google form and name it
- ❏ Set up your form to be a self grading quiz
- ❏ Create at least 4 different question types (multiple choice, short answer, drop down, etc.)
- ❏ Assign a correct answer to your questions
- ❏ Assign points to each question that you create
- ❏ Create at least 3 sections for your quiz
- ❏ Add an image and/or video into at least one question
- ❏ Once you finish creating your quiz, post it onto your twitter account, facebook or email the link to a colleague
- ❏ Test out at least two others quizzes for mistakes or ideas
- ❏ Fill out a peer evaluation survey for each quiz you test out

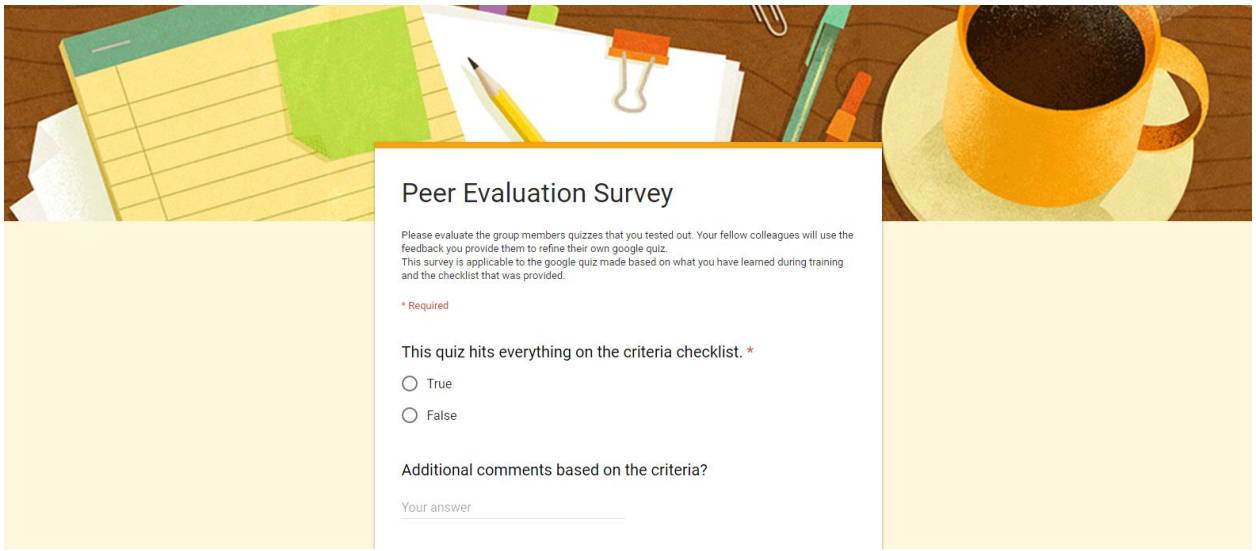
- ❏ Once you have responses to your quizzes, look at the responses and explore the different ways you can see the responses (export to google sheet, individually, as whole class)
- ❏ Look at the responses from your peer evaluation and make any tweaks necessary

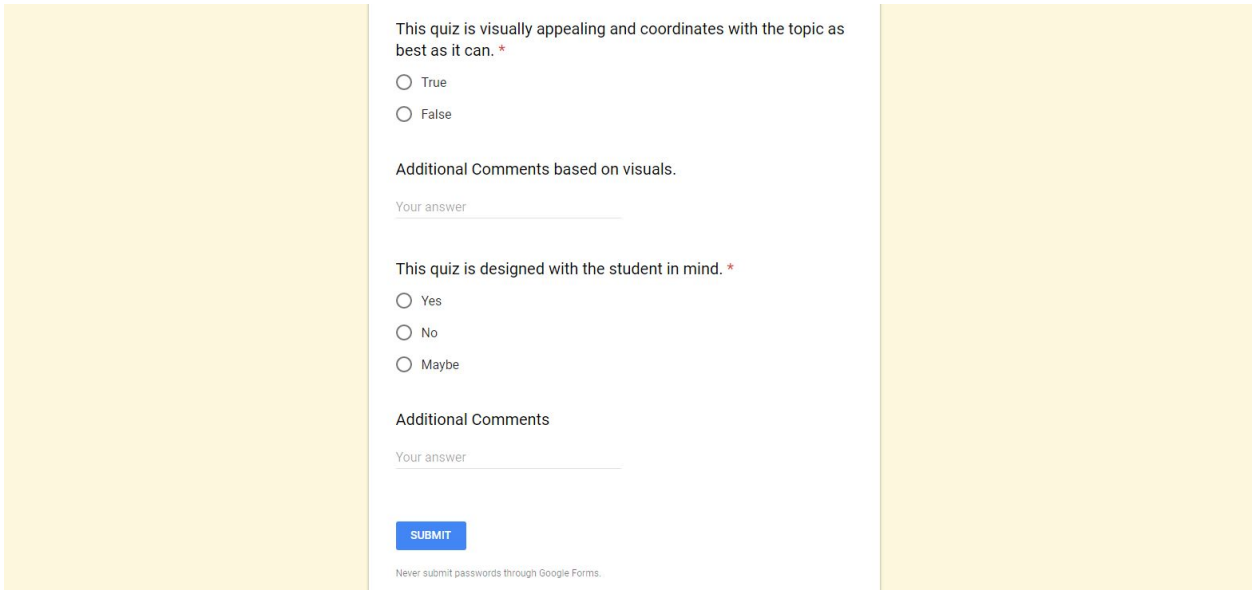
B.3.4 Peer Evaluation Survey

This survey is applicable to the google quiz is based on what the participants have learned during training and the checklist that was that was provided to participants.

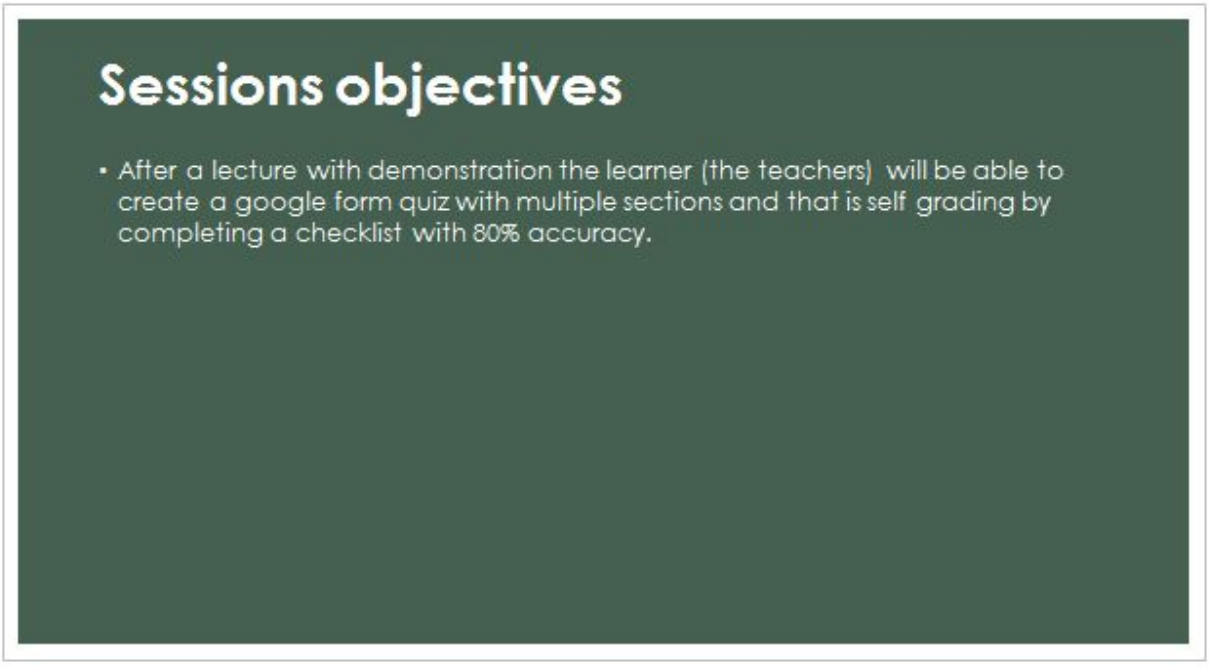
1. **This quiz hits everything on the criteria checklist.**
2. **This quiz is visually appealing and coordinates with the topic as best as it can.**
3. **This quiz is designed with the student in mind.**

Peer Evaluation Survey





B.3.5 Sample Session 3 Google Forms as Quizzes



Introduction to google forms

- Today, we have talked about how you can work with your students online for collaboration. Now we are going to transition into online assessment tools you can use with your students. Over the next two hours we will be diving into using Google forms as quizzes and how you can gamify your classroom using Quizziz. Chances are that you have seen these types of assessments before, but we will hopefully be showing you how you can use these tools to better align with your curriculum and your personal classes learning objectives. First, we are going to have you all log onto your Google accounts so that you can follow along as we show you some of the different features that google forms has to offer.

Goals for the session

- When you leave this first session over google quizzes you will be able to perform the following tasks:
- Create a google form that is self grading
- Create a google form that has multiple sections
- Create a google form that has multiple types of questions (i.e. multiple choice, short answer, etc.)
- Create a google form that is visually appealing to the user

Google forms-Connect

- You need to log onto your google account and then go to the google drive
- Go to **NEW> More> Google forms**
- If you have never made a google form it may take you to a screen where you can pick from templates, click **blank template** to start

Getting started

- Once on your google quiz you can name the quiz, otherwise it will just say untitled
- There is already a spot for you to put your first question, there you can type whatever you want and change the type of question you are asking.
- TIP: make the first question the student's name in short answer form and the second the class period (if applicable) they are in. This will make your life easier
-

Setting the form to a quiz

- In the top right hand corner you will see a paint palette, and eye, a settings gear, and a send button
- Click **settings**
- Here you can set your form to collect emails, limit the students to only taking the quiz once, etc. You can explore this later once your quiz is created.
- For now, click **quizzes> make this a quiz**

Setting the form to a quiz (cont.)

- Once you do that, you have some options you can choose from based on your preference. By setting it as a quiz you will be able to assign points to questions and mark correct answers so the quiz form will grade itself.
- Click **save** and it will take you back to the form.

Creating questions

- Type your first question
- On the right side you can choose what type of questions you would like to use. Click the drop down box and choose what type of question you would like.
- Type in your answer choices (if applicable) and then click **answer key** down underneath your answers on the left side. There you can assign how many points you want your question to be worth and tell the form which answer is the correct one (again if applicable)

To add a new question, section, photo, or video

- On the right hand side you will see a circle with a plus in the middle, two T's, a mountain, a play button, and a section. Each of these buttons will add a feature to your quiz
-  Will let you add another question to your quiz
-  Will allow you to add a new title to a section
-  Will let you add an image
-  Will allow you to add a video
-  Will allow you to add a section

To add a section

- Click the  to add a new section to your quiz
- This will have the person taking the quiz go move through additional pages instead of the whole quiz being on one long page.
- When you do this you will have to add a new title and description.

Adding aesthetics

- After creating your quiz (or before) you can change the theme/ color of your quiz.
- Click the paint palette to change the color
- If you click the mountains button instead of a color, it will take you to themes. There you can pick from holiday themes, school themes, and more.

Now it is your turn

- Create your own quiz using the checklist that was provided for you. Once done post your quiz using twitter, facebook, or email.
- Click Send and choose an option to post it.
- Then find at least two others quizzes to test run. Fill out the peer evaluation survey, the link is in your email, and return back here by 2 pm.