

Itinerary

- Introduction to the one-computer classroom
- Brainstorming roadblocks
- Group exercises
- Summaries



One-Computer Use

- Teacher Tool
 - Secretary and newspaper editor
 - “Overhead”
 - Professional development
 - Resources
- Student Tool
 - Learning station



Planning for Integration

- Curriculum analysis and NETS
- Examination of computer capabilities
- Software selection and evaluation
- Planning for software use
- Evaluation of the instructional process



NETS

<http://cnets.iste.org/sfors.htm>

1. Basic operations and concepts
2. Social, ethical, and human issues
3. Technology productivity tools
4. Technology communications tools
5. Technology research tools
6. Technology problem-solving and decision-making tools



Management Issues

- Physical preparation
 - ✓ Scan converter
 - ✓ Headphones
 - ✓ Disk/server space
 - ✓ Screen facing outward
 - ✓ Monitor beside keyboard



Management Issues

- Scheduling
 - ✓ Equity of access / not equity of time
 - ✓ Vary the usage
 - ✓ Someone at computer at all times
 - ✓ Use of journal to log time
 - ✓ Sign-up sheets
 - ✓ Popsicle sticks



Computer as a Learning Station

- Three types
 - ✓ Unrelated computer activities
 - ✓ Theme-oriented
 - Interdisciplinary
 - ✓ Project-based
 - Involves off-computer use



Learning Station Management

- Have desks in islands
- Extra work tables
- Numbering desks
- Materials provisioned
- Cooperative learning strategies



Independent Work Strategies

- Teacher models procedures
- Scaffolding
- Baseline assessment of skills
- Templates for student use
- Activity cards
- Self-help aids / trouble light
- Software “experts”



Evaluation and Assessment

- Teacher observations
 - ✓ Consistent monitoring
 - ✓ Anecdotal notes or checklists
- Feedback and journals
- Portfolio assessment
- Alternative assessments



End Goal

- Students responsible for own learning
 - ✓ Aware of variety of resources
 - ✓ Able to access resources
 - ✓ Able to share findings
- Constructivist teaching
 - ✓ Complex, real-world tasks
 - ✓ Higher-order and basic skills



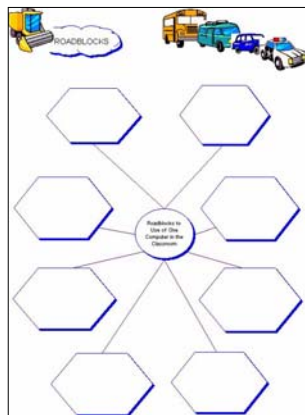
Teaching Tool Demo

- Form cooperative learning groups
- Get out graphic organizer handout (p.6)
- 1 minute group discussion
- Share with class
- Teacher and students fill in *Inspiration* organizer



Roadblocks

- Come up with real, perceived, or imagined roadblocks to the use of one computer in your classroom



Advantages as Teaching Tool

- Ease of editing
- Efficient
- Attractive presentation / readable
- Teacher can face class
- Savable and printable



Tips for Whole Class Instruction

- Know the software well and practice it
- Use a well-defined lesson plan
- Group students together to allow interaction
- Students should take notes
- Duration of 15 minutes
- Have back-up plan in place



Cooperative Learning Blocks

- Six (6) ten-minute blocks
- Four groups (red, orange, green, blue)
- Six activities
 - ✓ 2 large group
 - ✓ 4 small group, rotational



Schedule

TIME \ TASK	Block 1 READ	Block 2	Block 3	Block 4	Block 5	Block 6 SUMM
Computer (page 7)	L	R	O	G	B	L
Lesson Plan (page 8-9)	L	O	G	B	R	L
Journal (page 10)	L	G	B	R	O	L
Evaluation (page 11-14)	L	B	R	O	G	L

4 Following Blocks

- Computer (p.7)
 - ✓ Fill out an article summary
 - ✓ <http://www.eboard.com/> (hessen2000)
- Lesson plan (p.8)
 - ✓ Using the template, develop a lesson plan
- Journal sheet (p.10)
 - ✓ Fill out the journal sheet
- Evaluation of Web page (p.11)
 - ✓ Read article and fill out the form

Final Block

- Sharing
 - One person from each group summarizes
 - One group shares lesson plan
 - Three questions/comments from journal
 - Summarizer : Paired Verbal Fluency

Paired Verbal Fluency (PVF)

- Students pair up
- One is A, one is B
- A talks for 1 minute, B only listens
- B talks for 1 minute, A only listens
- A talks for 30 seconds, B only listens
- B talks for 30 seconds, A only listens
- A talks for 15 seconds, B only listens
- B talks for 15 seconds, A only listens

