Blended Learning EMPOWER Walks

by Danieli Parker & Carl Hooker

Blended Learning EMPOWER Walks

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JOIN the Nearpod for today's session

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Nearpod Code: XGYTI

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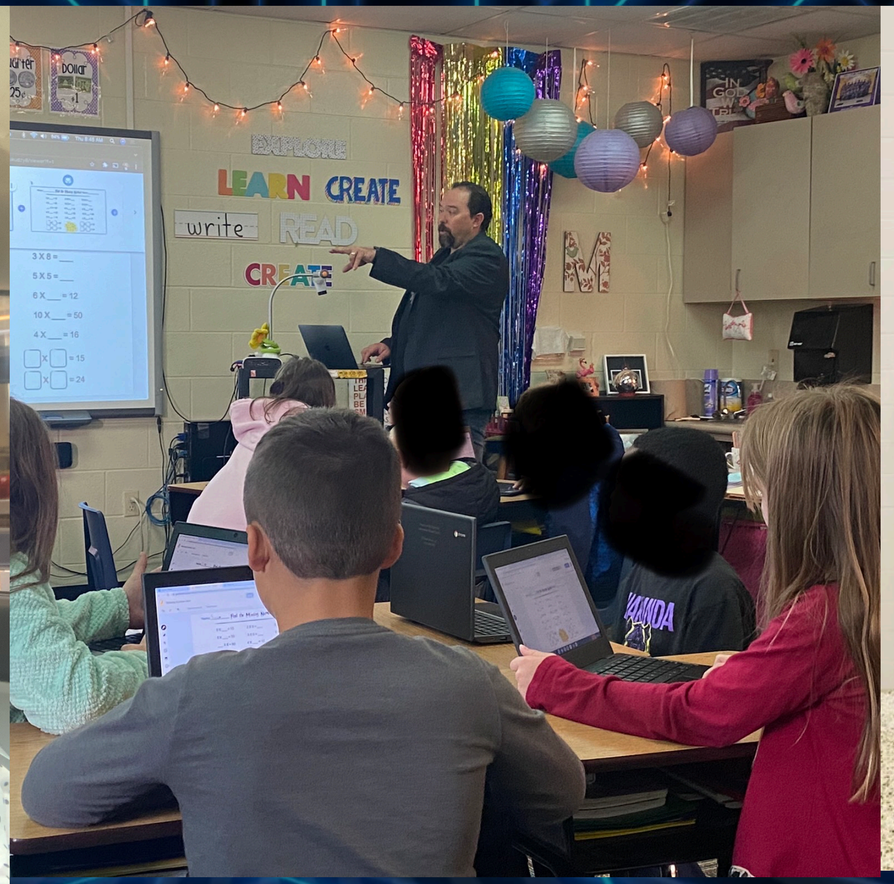
Director of Instructional Technology
Hallsville ISD

Carl Hooker
National Faculty Emeritus
Future Ready Schools

Some background on our journey



Stand n' Talk

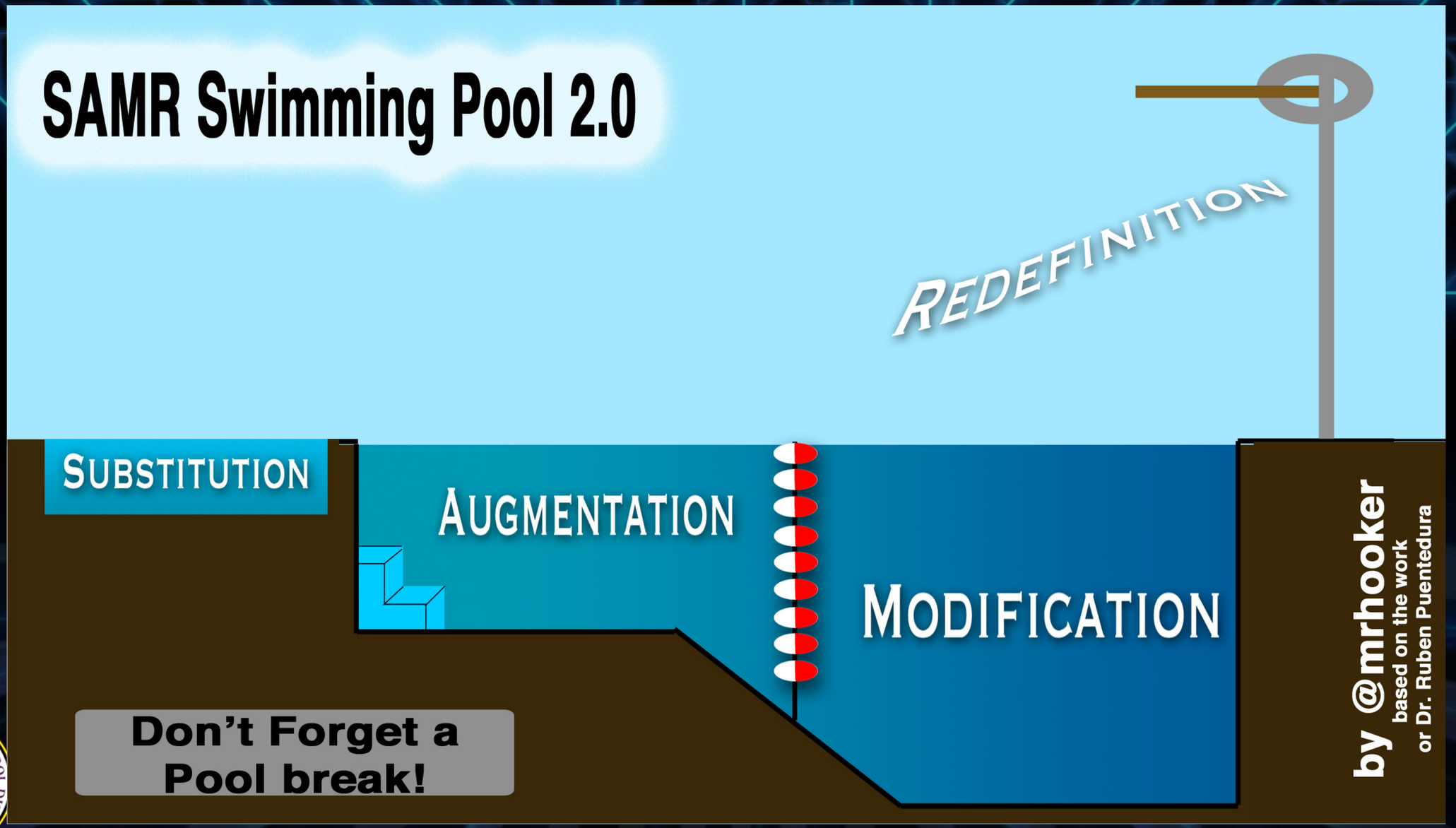
How do you define Blended Learning?

The Definition Of Blended Learning

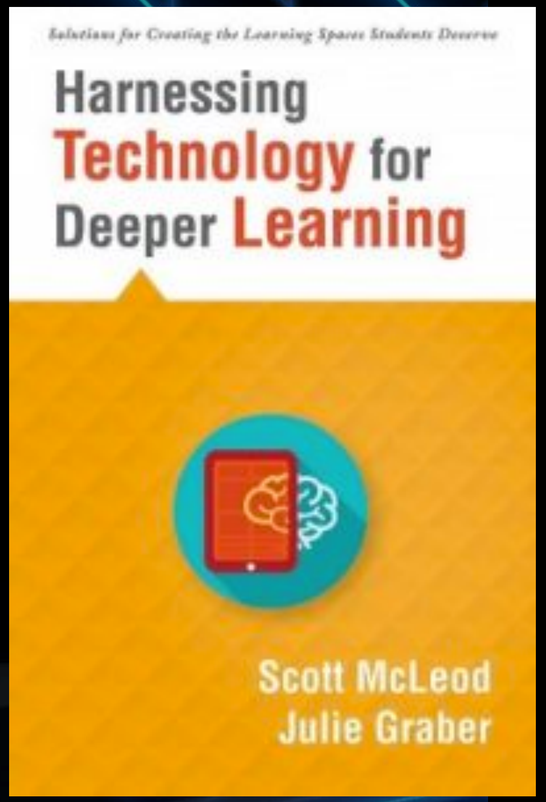
"Blended learning is an approach to learning that combines face-to-face and online learning experiences.

Ideally, each (online and off) will complement the other by using its particular strengths."

Laying the groundwork



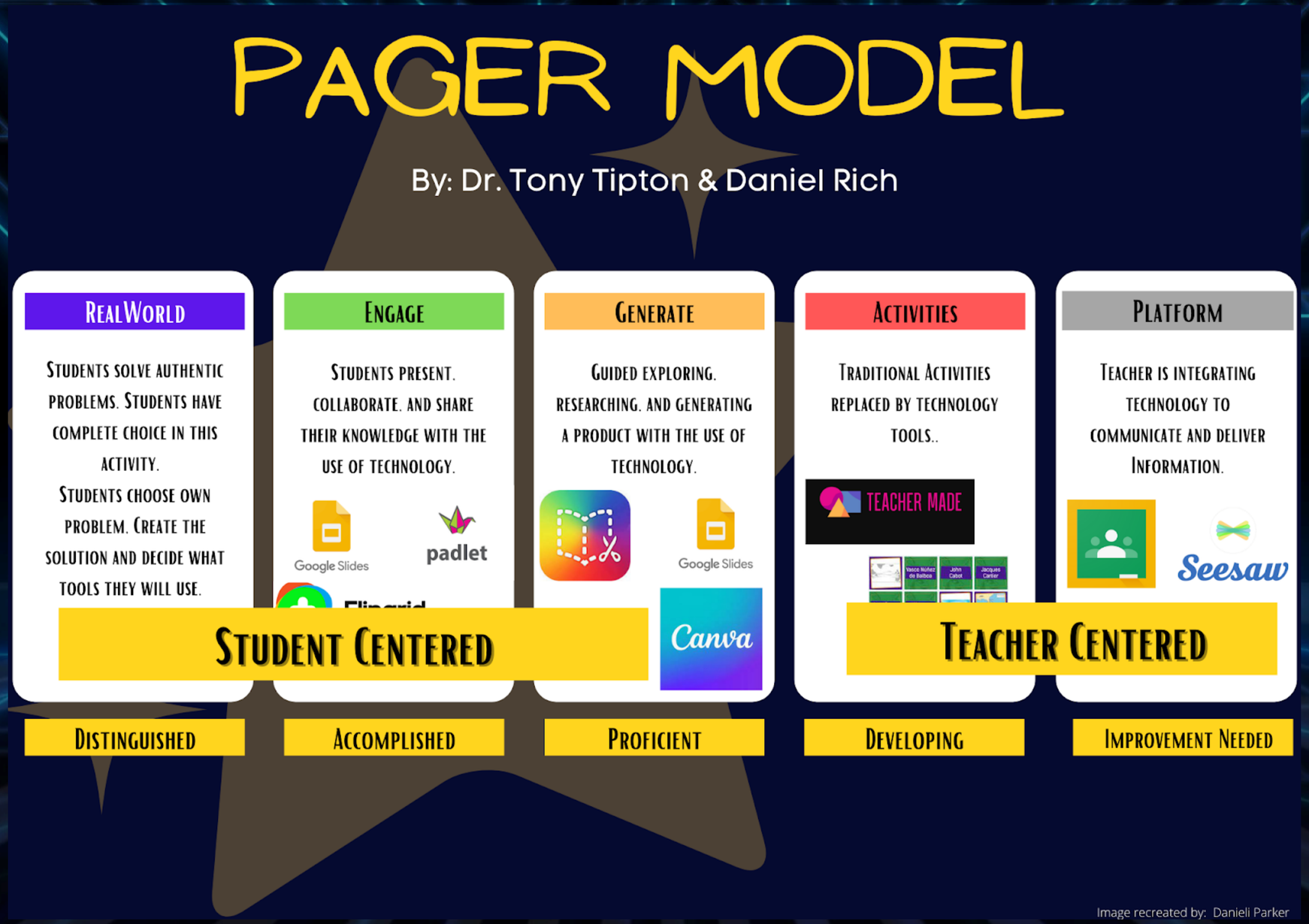
Laying the groundwork



Scott McLeod

THE 4 BIG SHIFTS IN EDUCATION

Laying the groundwork



Big Question:

How do we evaluate this?

A quick word about assessments…

Types of Assessments

Assessment of Learning

Student not directly involved in the assessment process

Final product

Demonstrates achievement of your learning

Assessment for Learning

Student involved in the assessment process

Continuous Process

Used to receive feedback on your learning

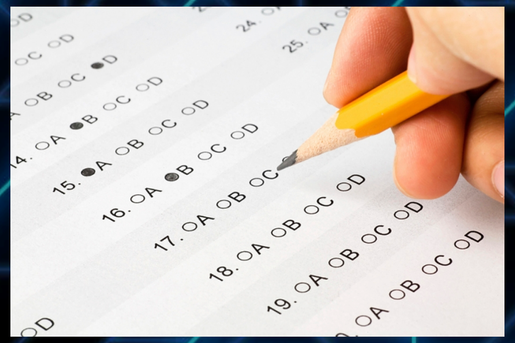
Assessment as Learning

Student actively involved in monitoring and assessing their learning

Continuous Process

Empowers you to manage your own learning

Blended Assessments



Googleable vs Non-googleable question types

Synchronous vs Asynchronous

Summative vs Formative

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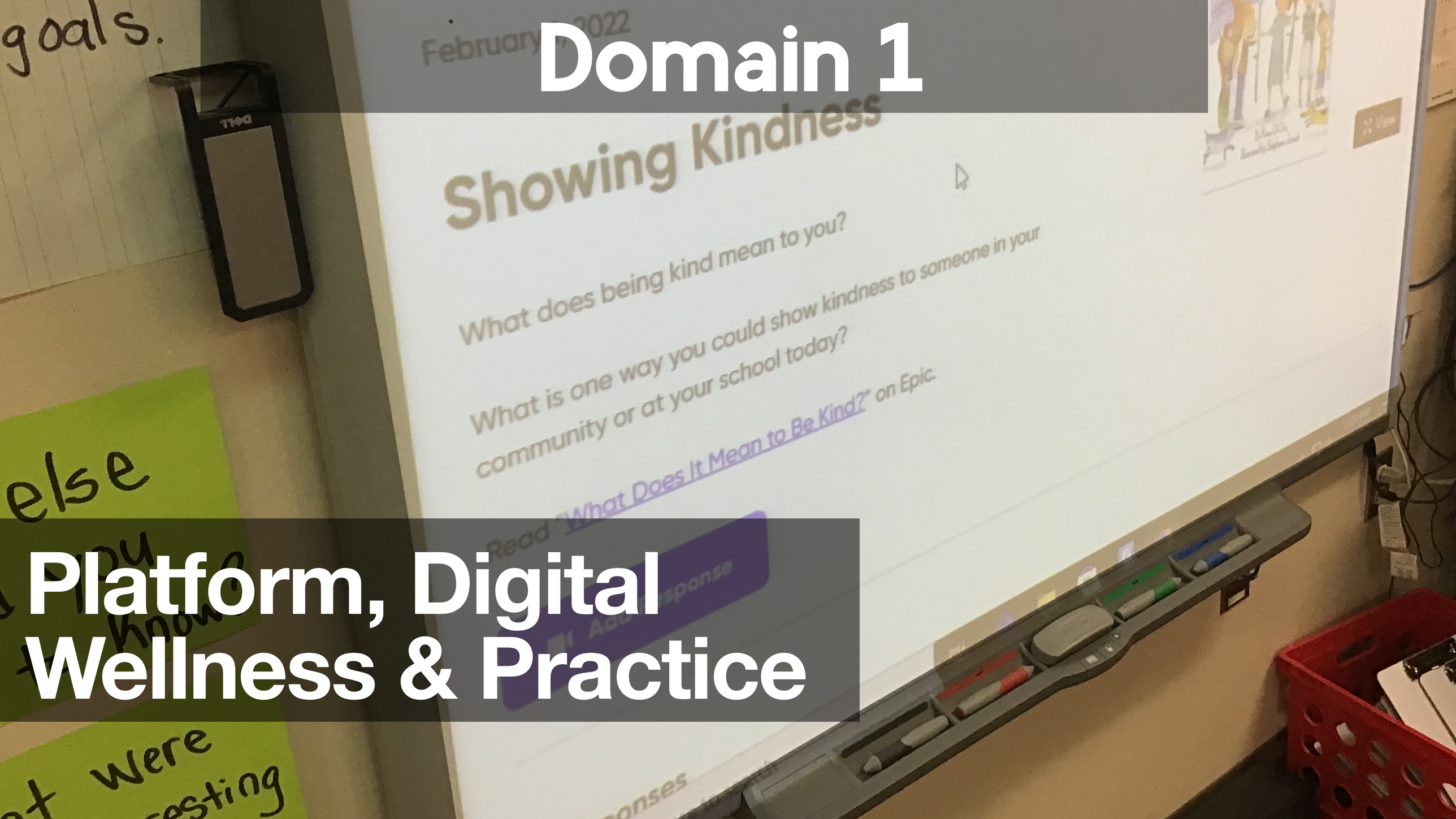

Domain 1

Platform, Digital Wellness & Practice

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How do your **teachers** model digital wellness & practice?

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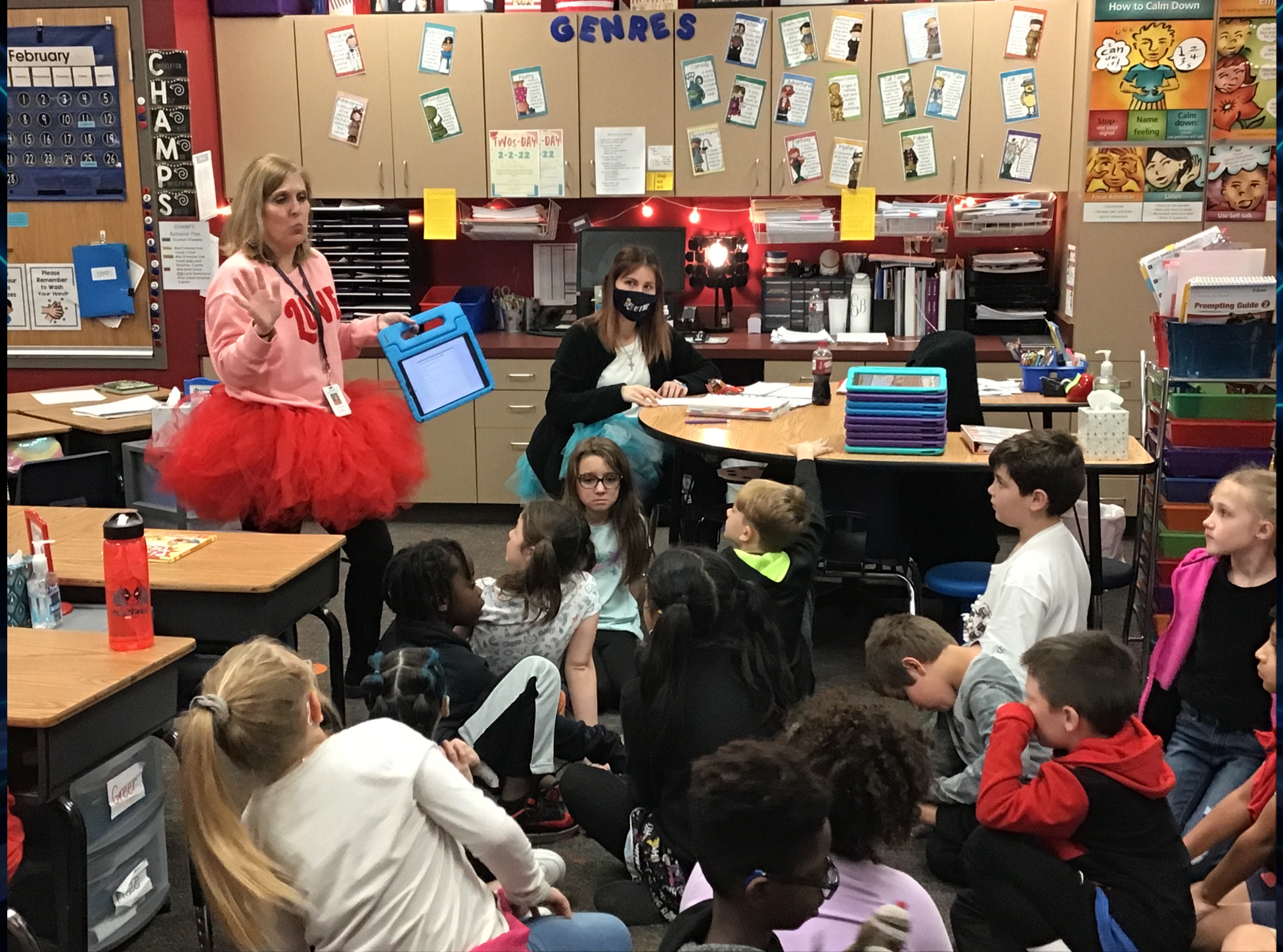
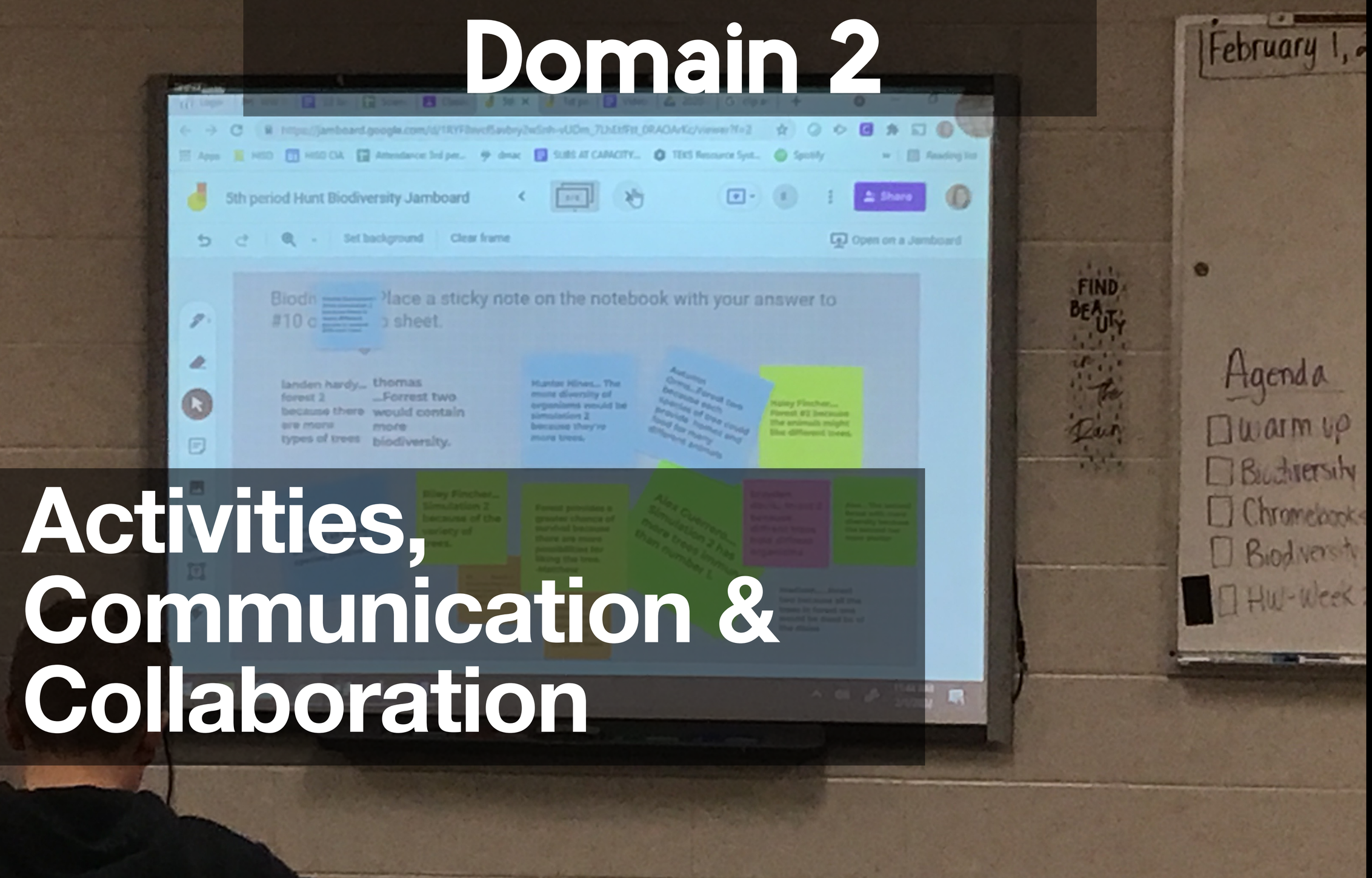

February
CHAMPS
GENRES
Twos-DAY
2-2-22
How to Calm Down
Stop-use your signal
Name feeling
Calm down
Focus Attention
Listen
Use Self-talk
Prompting Guide
Please Remember to Wash Your Hands!

Domain 1
T-TESS Alignment

3.1 - Classroom routines & procedures

3.3 - Engage students in meaningful learning (digital comments, modeling online behavior, etc)

Domain 2



Activities, Communication & Collaboration

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What are some activities you see teachers using with technology in your classrooms?

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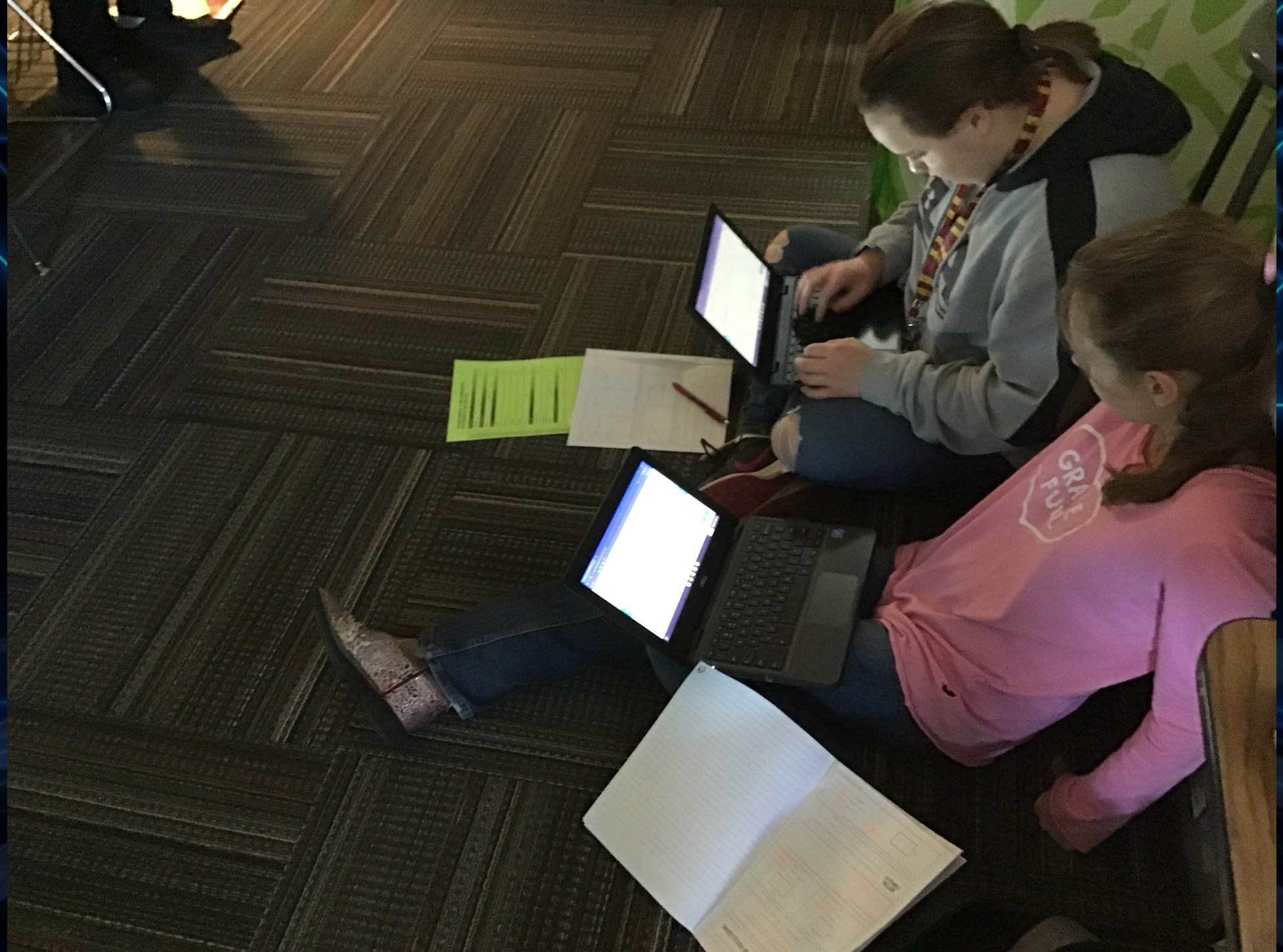
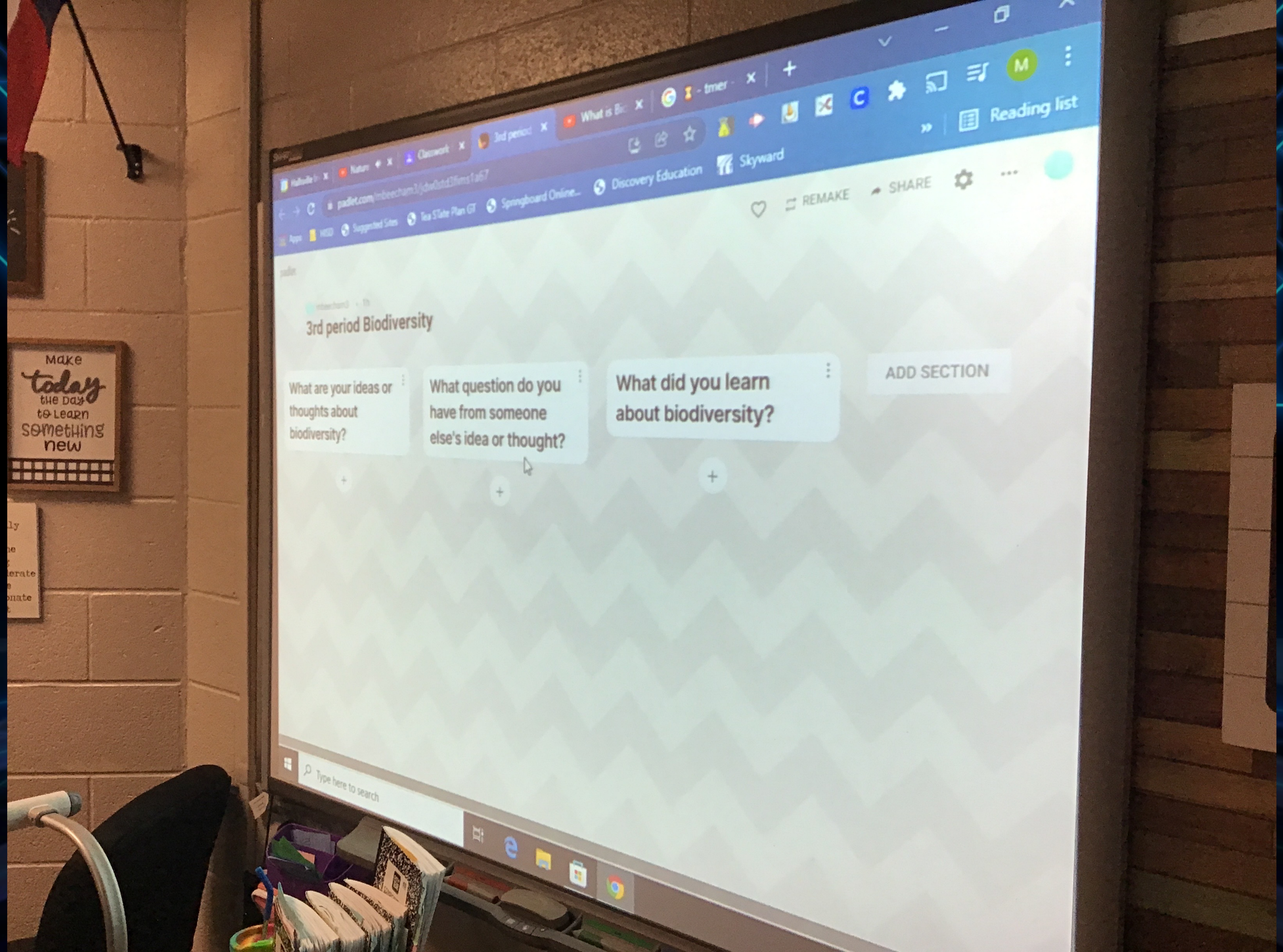
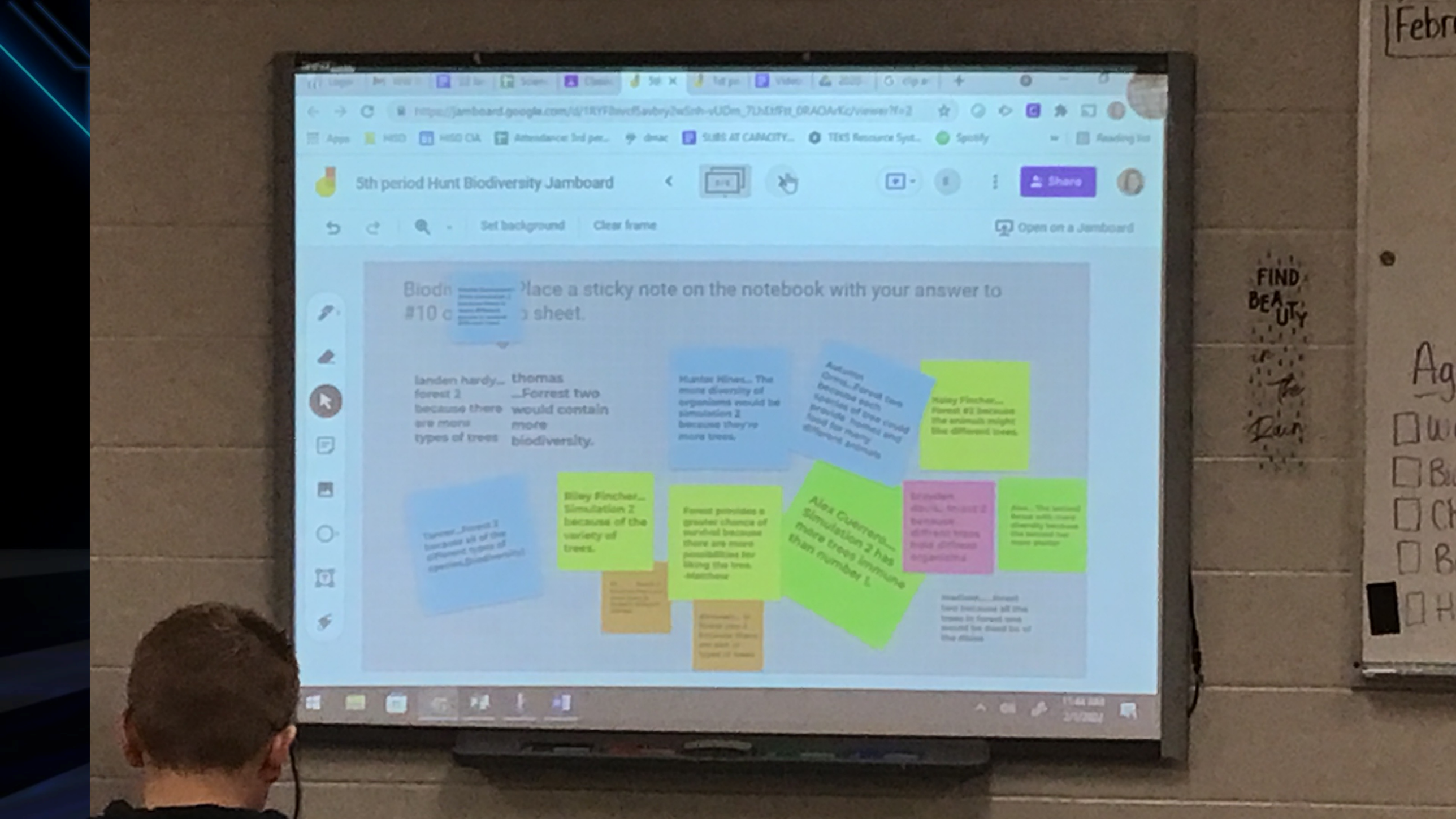
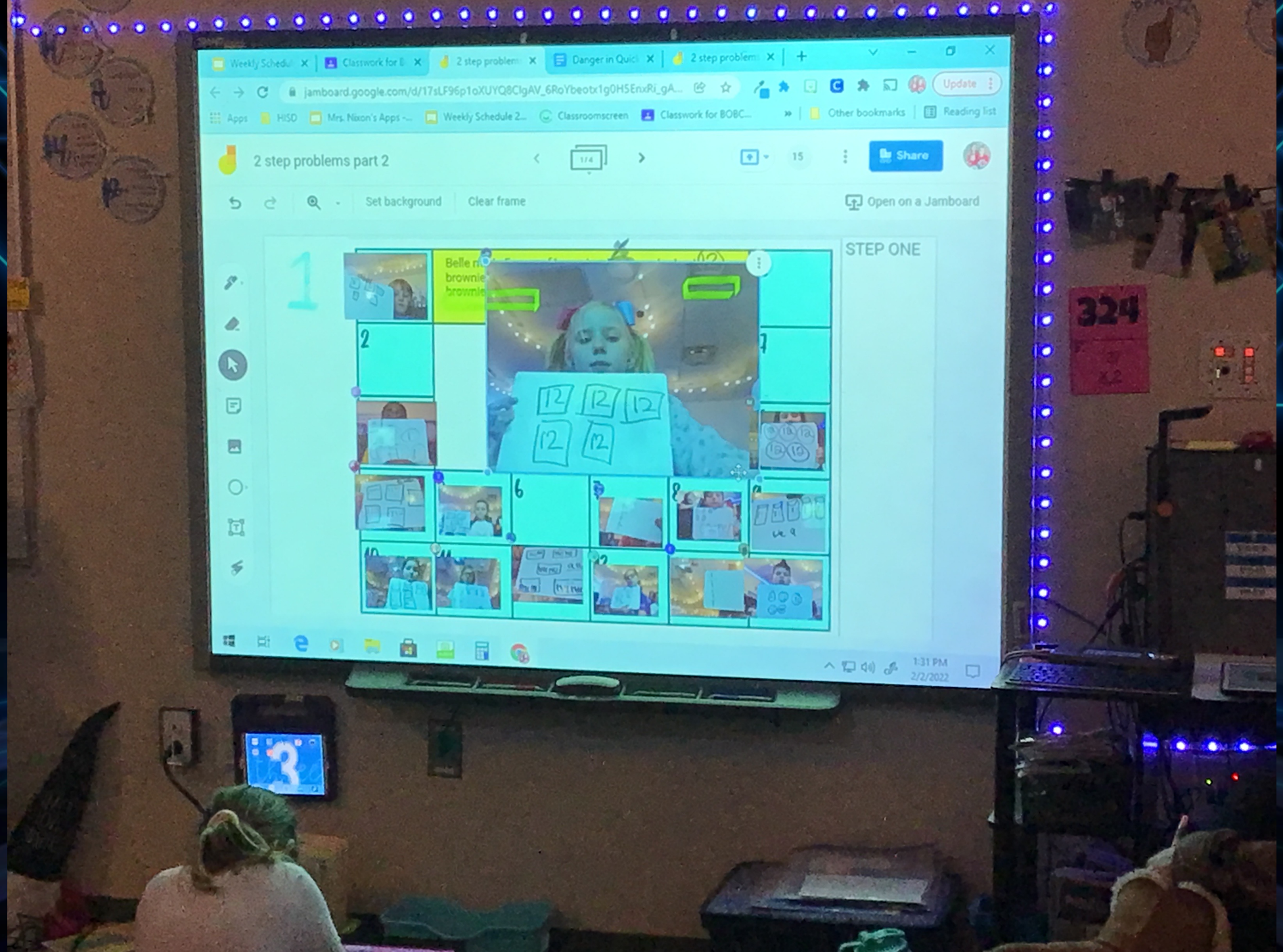



Make today the Day to Learn Something new
3rd period Biodiversity
What are your ideas or thoughts about biodiversity?
What question do you have from someone else's idea or thought?
What did you learn about biodiversity?
ADD SECTION
REMAKE
SHARE
Reading list
Skyward
Discovery Education
Springboard Online...
Type here to search


5th period Hunt Biodiversity Jamboard
Share
Set background
Clear frame
Open on a Jamboard
landen hardy... forest 2 because there are more types of trees
thomas ...Forrest two would contain more biodiversity.
Hunter Hines... The more diversity of organisms would be simulation 2 because they're more trees.
Haley Fincher... Forest #2 because the animals might like different trees.
Riley Fincher... Simulation 2 because of the variety of trees.
Forest provides a greater chance of survival because there are more possibilities for liking the tree. -Matthew
Alex Guerrero... Simulation 2 has more trees immune than number 1.
FIND BEAUTY


2 step problems part 2
Share
Set background
Clear frame
Open on a Jamboard
STEP ONE
12
12
12
12
12
324

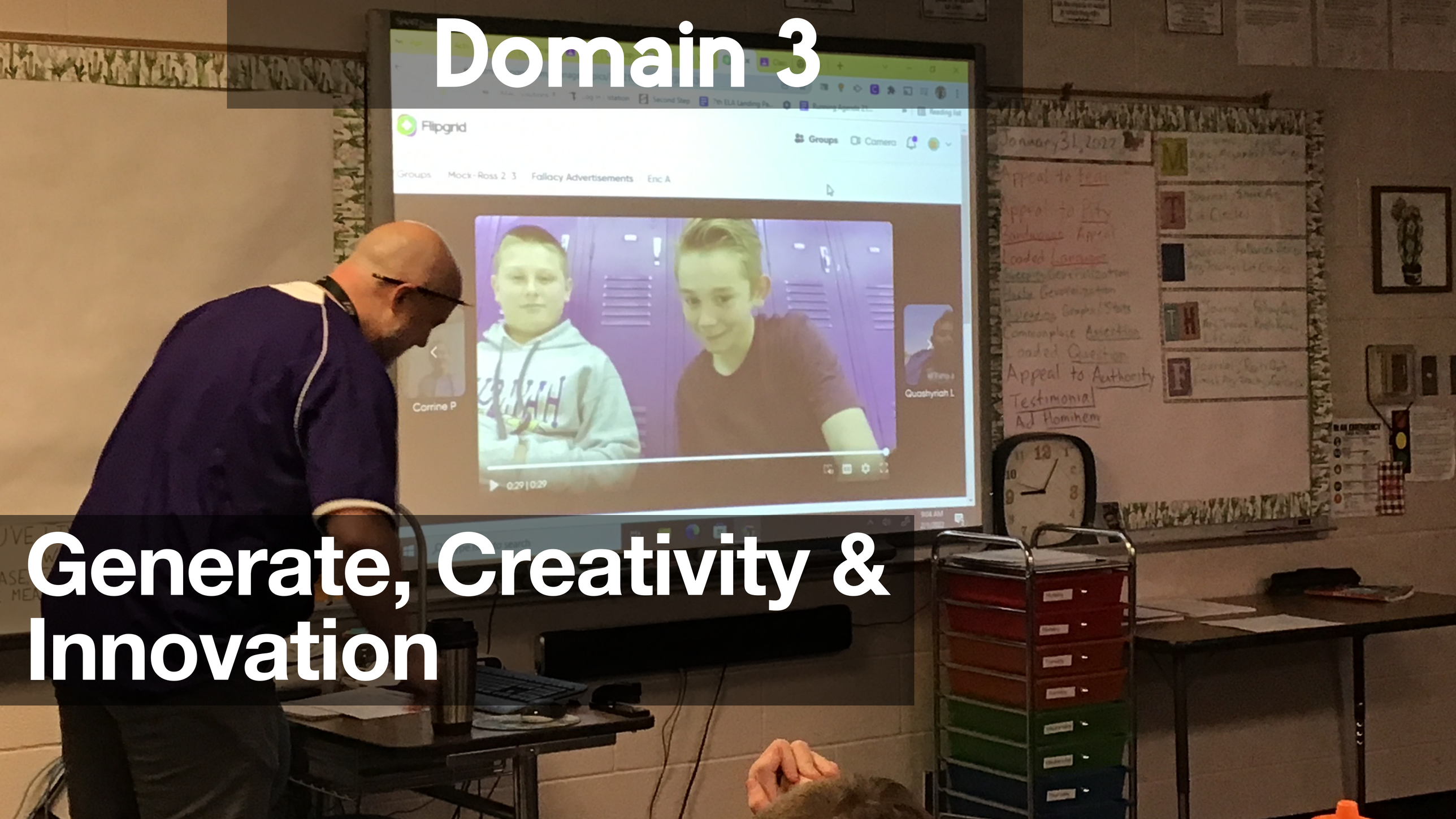
Domain 2
T-TESS Alignment

1.4 - Flexible lessons with higher order thinking skills

2.3 - Communication

3.3 - Students collaborate postively and encourage each other's efforts and achievements

Domain 3



Generate, Creativity & Innovation

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How are students generating / creating their own work with the use of technology?

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Appeal to Fear

Appeal to Pity

Bandwagon Appeal

Loaded Language

Sweeping Generalization

Hasty Generalization

Misleading Graphs / Stats

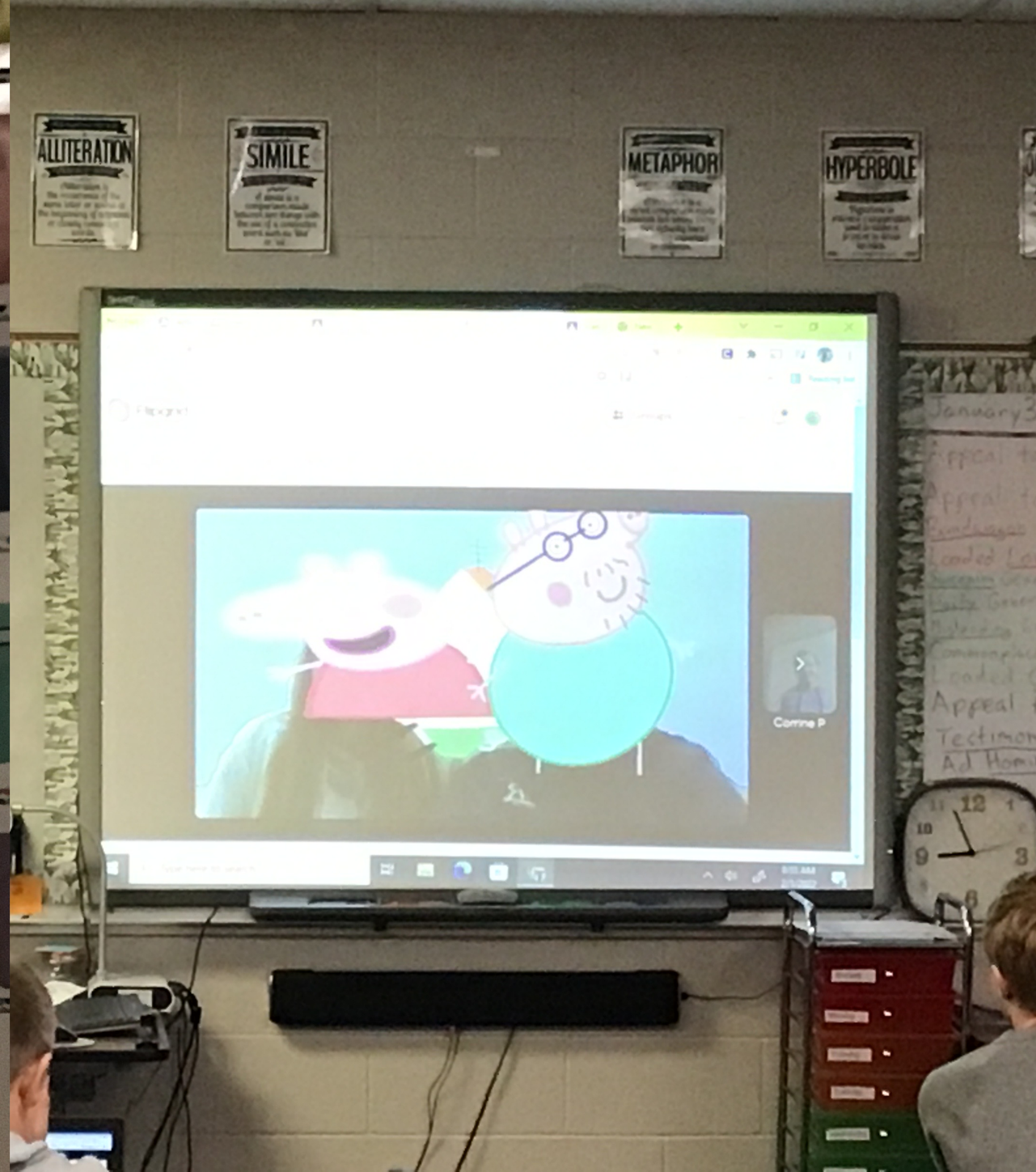
Commonplace Assertion

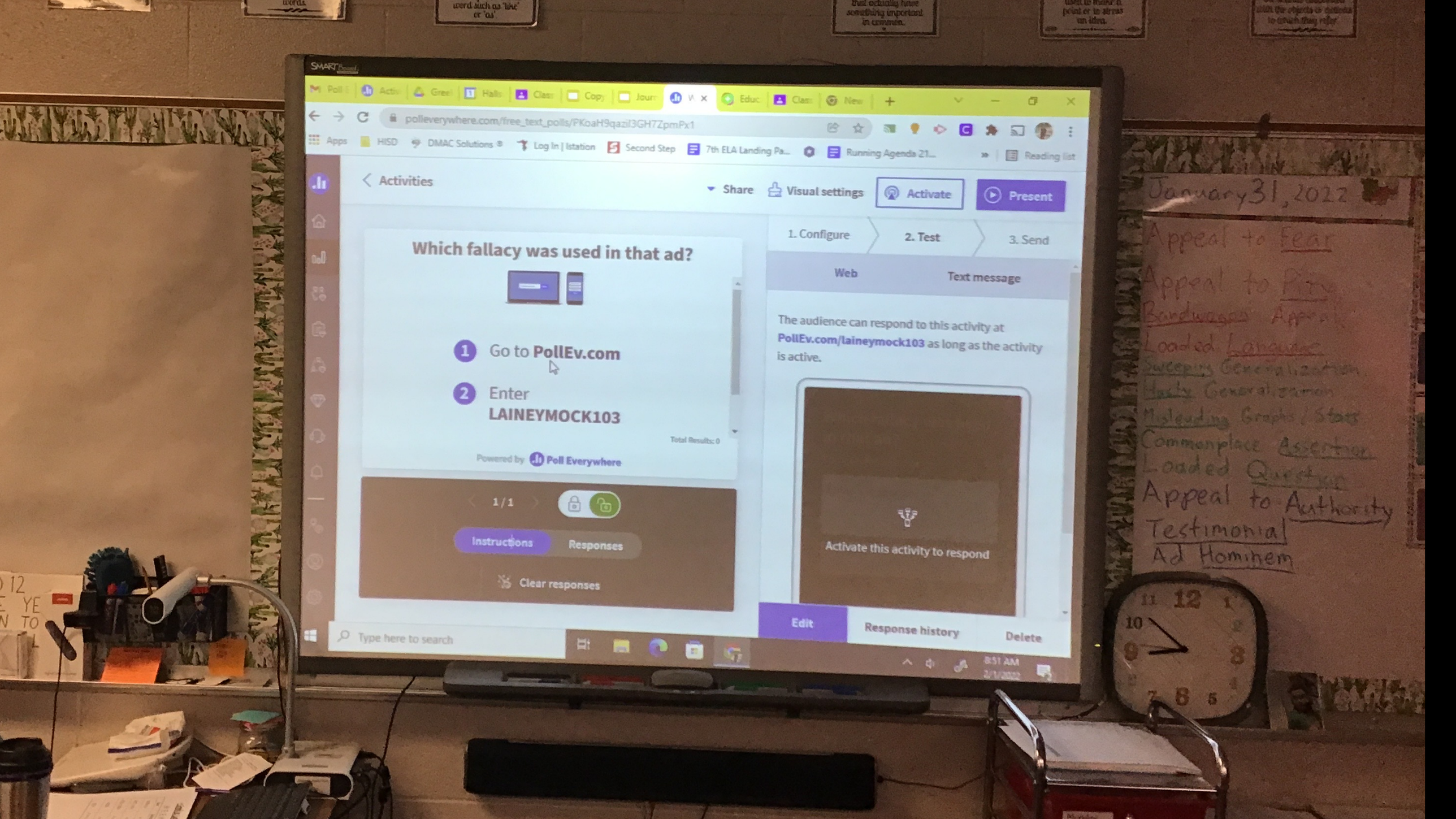
Loaded Question

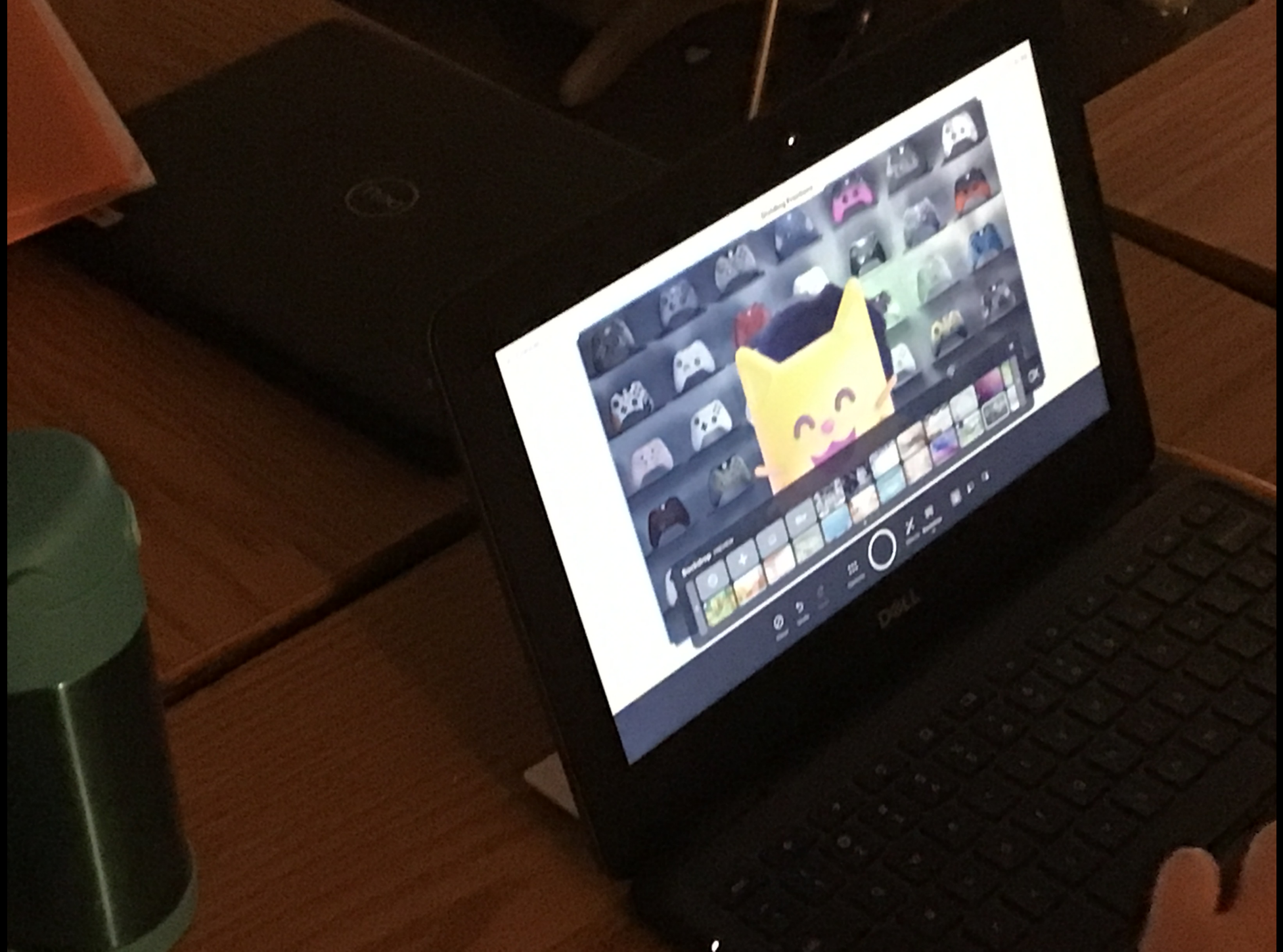
Appeal to Authority

Testimonial

Ad Hominem




pollleverywhere.com/free_text_polls/PKoaH9qazif3GH7ZpmPx1
Activities
Share
Visual settings
Activate
Present
Which fallacy was used in that ad?
1 Go to PollEv.com
2 Enter LAINEYMOCK103
Total Results: 0
Powered by Poll Everywhere
1 / 1
Instructions
Responses
Clear responses
1. Configure
2. Test
3. Send
Web
Text message
The audience can respond to this activity at PollEv.com/laineymock103 as long as the activity is active.
Activate this activity to respond
Edit
Response history
Delete
Type here to search
January 31, 2022
Appeal to Fear
Appeal to Pity
Bandwagon
Loaded Language
Sweeping Generalization
Hasty Generalization
Misleading Graphs/Stats
Commonplace
Loaded Question
Appeal to Authority
Testimonial
Ad Hominem



Domain 3
T-TESS Alignment

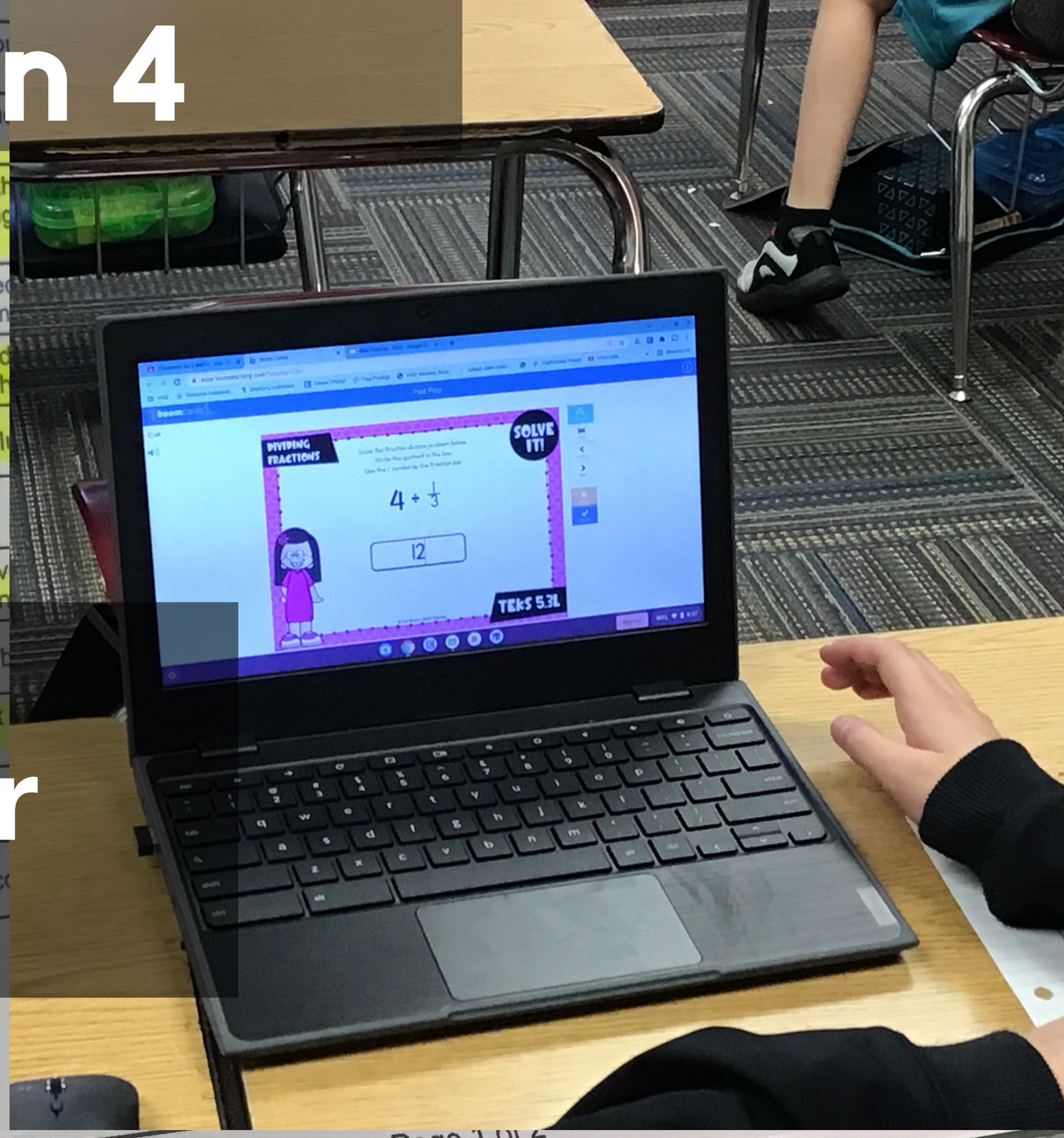
1.3 - Opportunities for students to utilize their individual learning patterns, habits and needs.

2.2 - Provides opportunities for students to use different types of thinking

Domain 4

Engage, Student Agency & Deeper Learning

Math-Gr5	5.3C	solve with prof cy for quotients of up to a ou strategies and
Math-Gr5	5.3D	represent mult ation models, including area models
Math-Gr5	5.3E	solve for products of decimals to the hundredth strategies based on place-value understanding the multiplication of whole numbers
Math-Gr5	5.3F	represent quotients of decimals to the hundre number divisors, using objects and pictorial m
Math-Gr5	5.3G	solve for quotients of decimals to the hundred number divisors, using strategies and algorith
Math-Gr5	5.3K	add and subtract positive rational numbers fl
Math-Gr5	5.4A	identify prime and composite numbers
Math-Gr5	5.4B	represent and solve multi-step problems inv equations with a letter standing for the unkn
		describ simplify numerical expressions that do not gro ng
Math-Gr5	5.10A	define income tax
Math-Gr5		xplain the difference between gross inc



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How much agency do students have over how they learn?

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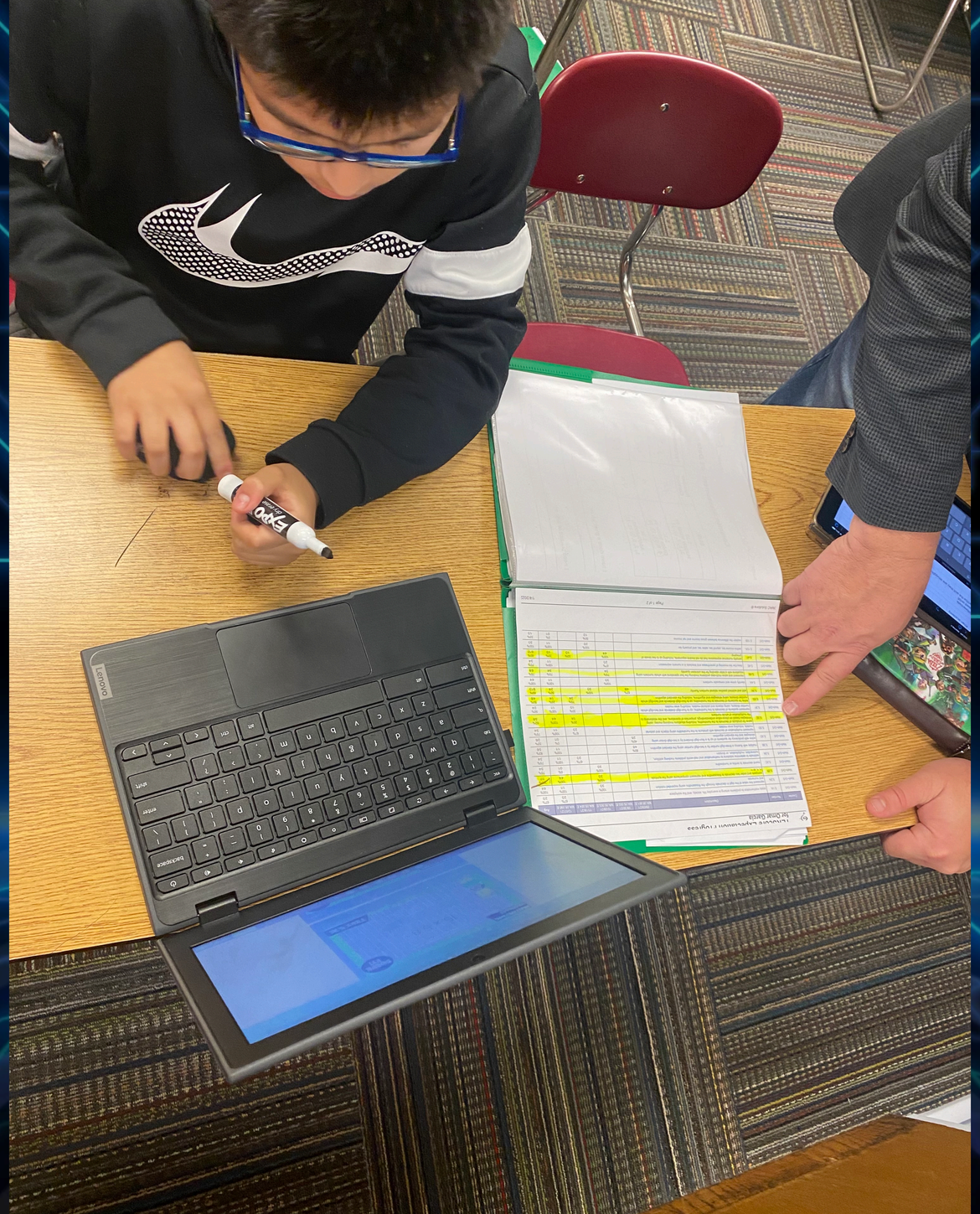

Lenovo
EXPO

Writing Tuesday

Complementary is 90

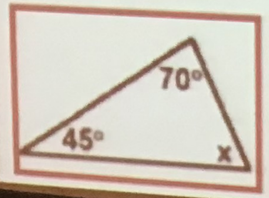
BE THE TEACHER

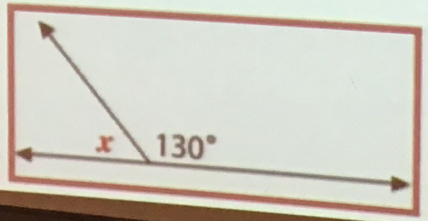
Supplementary is 180

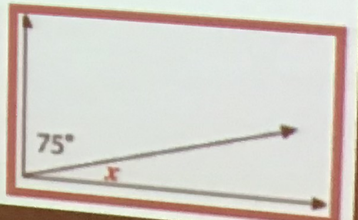
Time to pass on what you know!

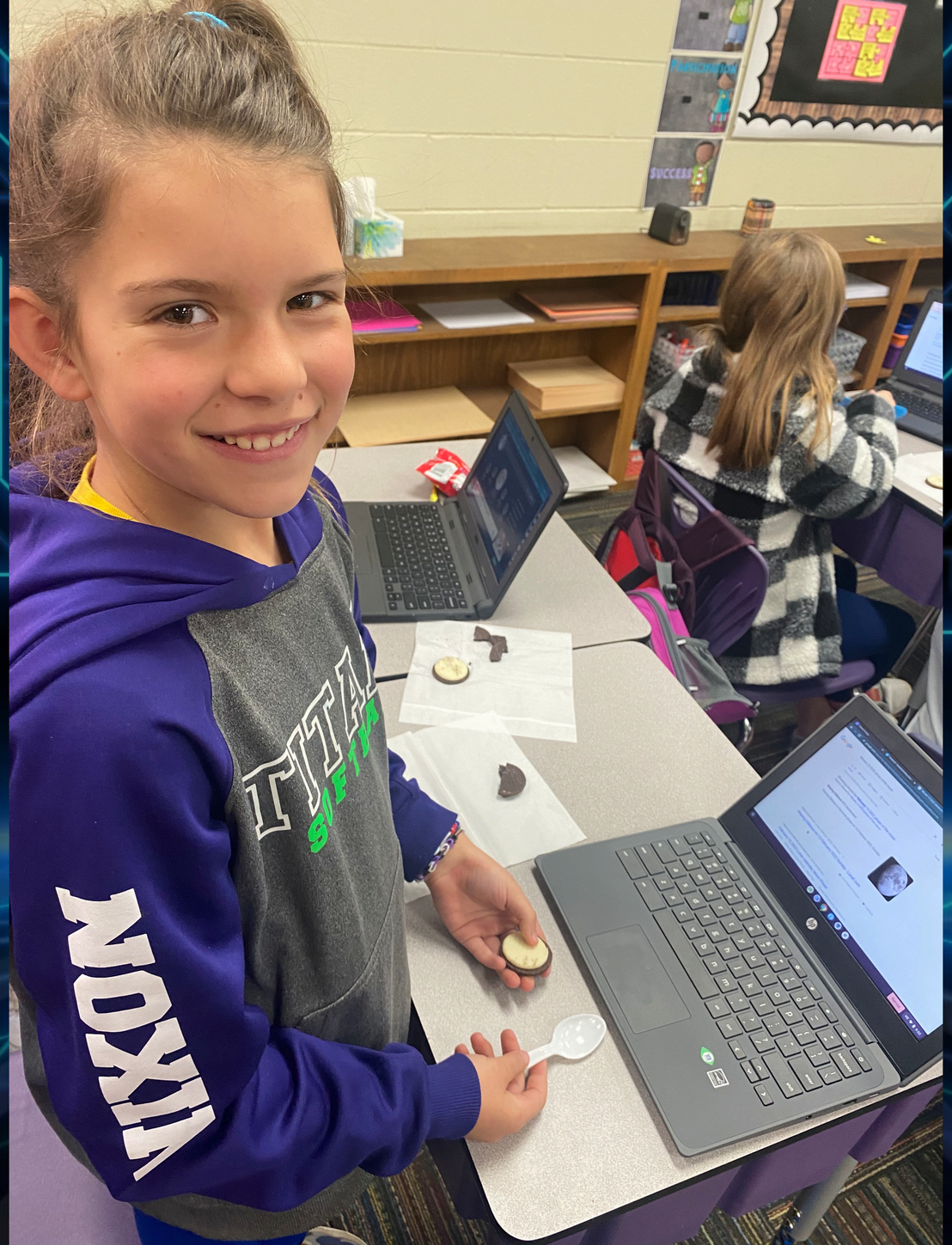
Pretend you have a student who hasn't learned about angles yet.

Explain how you know a pair of angles is complementary or supplementary. What should they know about the interior angles of a triangle? Teach them how you could find the missing angles below.



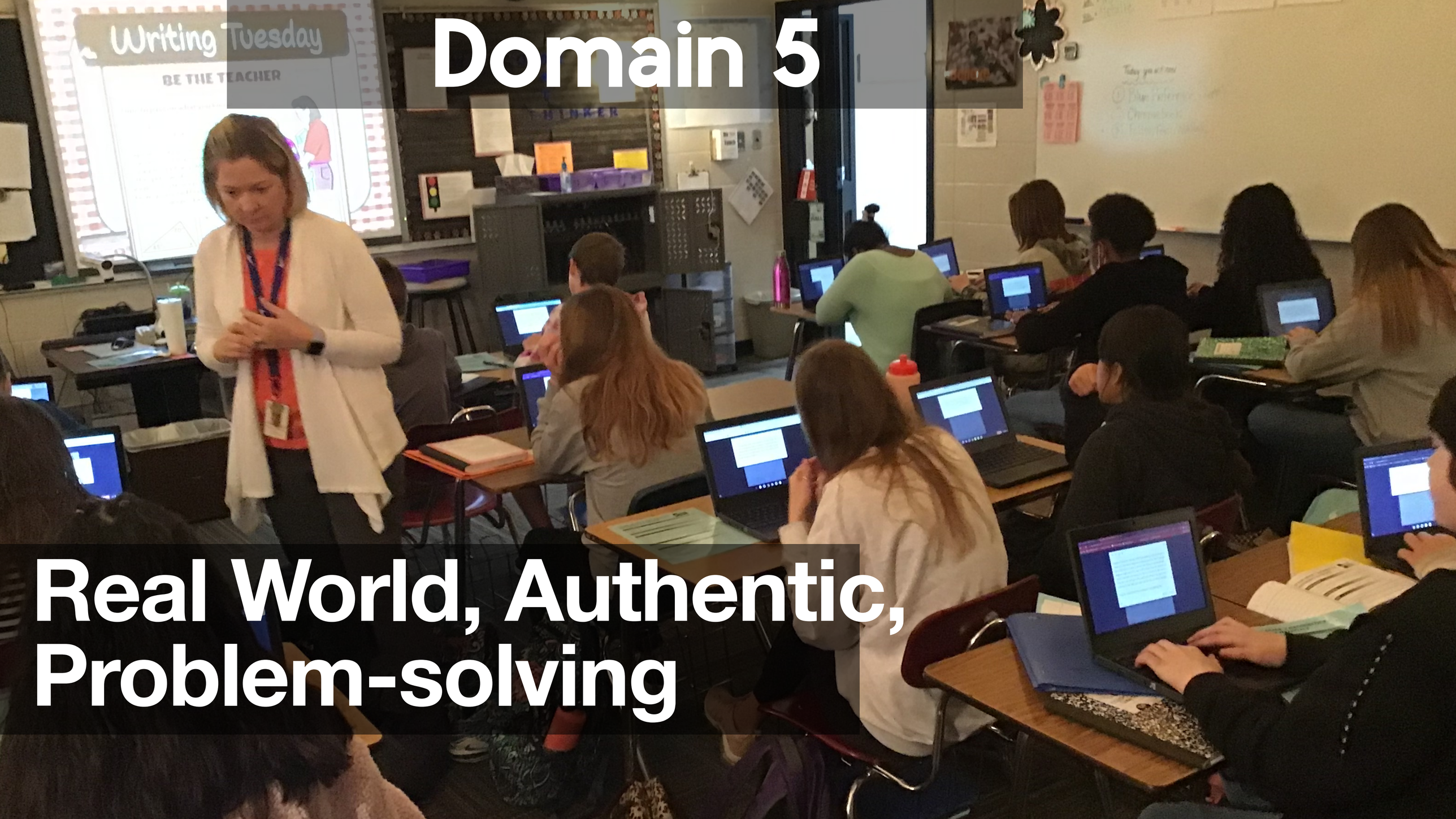





NIXON

Domain 4
T-TESS Alignment

2.2 - Real world experience, constantly uses different types of thinking.
2.3 - Asks questions at the creative, evaluative and/or analysis levels that require deeper learning and broader understanding.

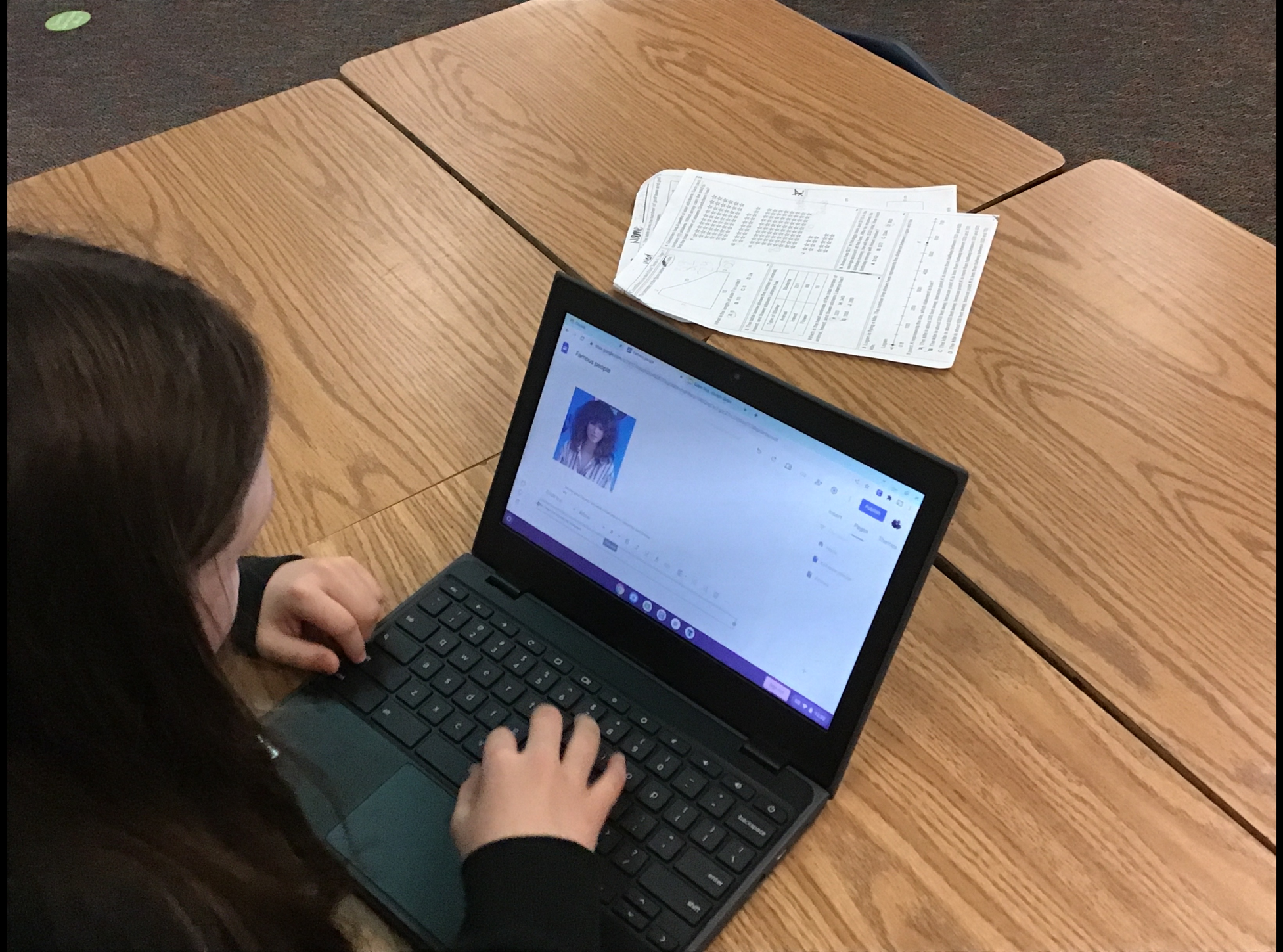


Domain 5

Real World, Authentic, Problem-solving

Interactive Discussion

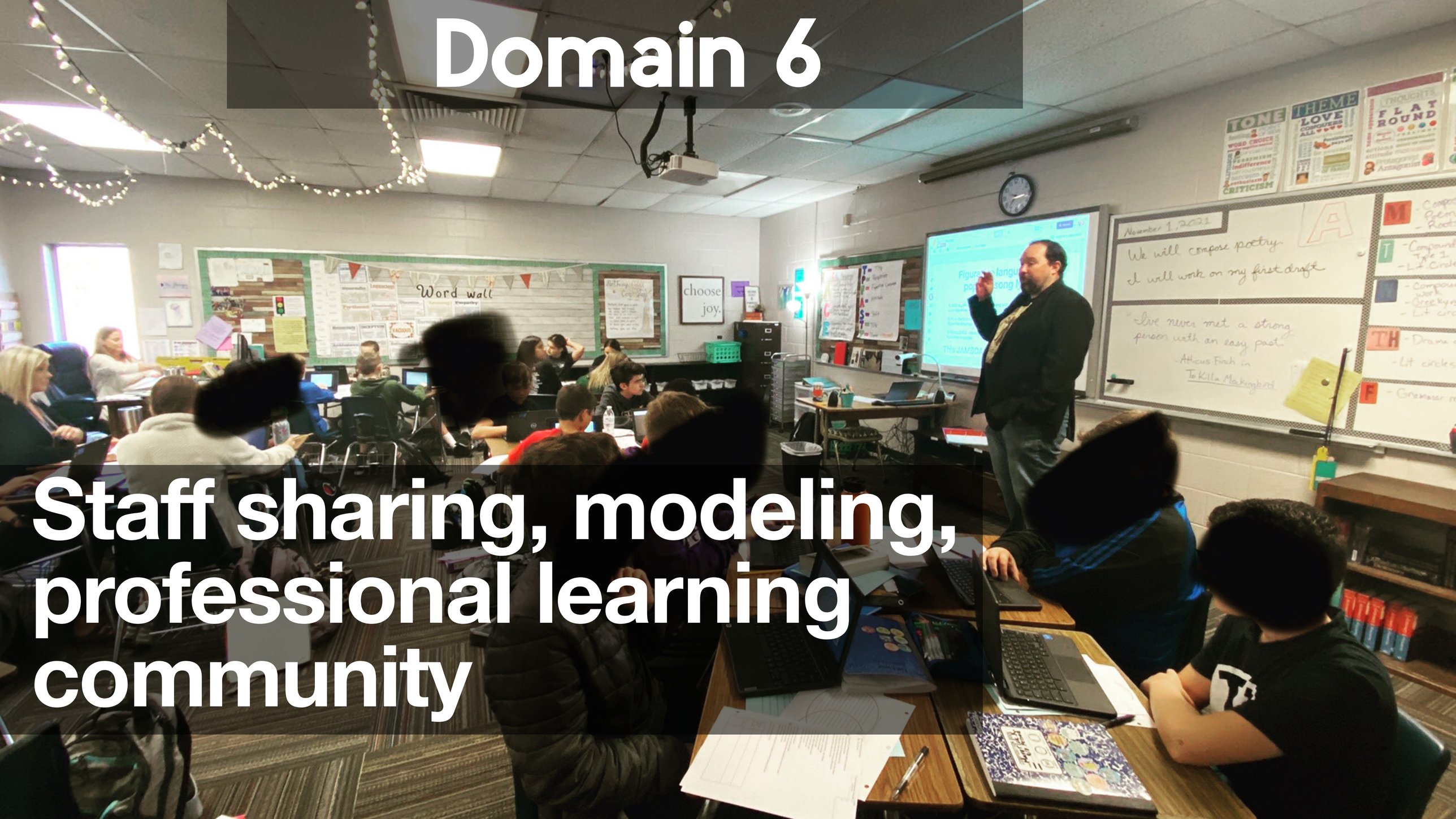
How are students solving real world problems through the use of technology?



Domain 5
T-TESS Alignment

2.2 - Integrates learning objectives with other disciplines, content areas and real-world experience.

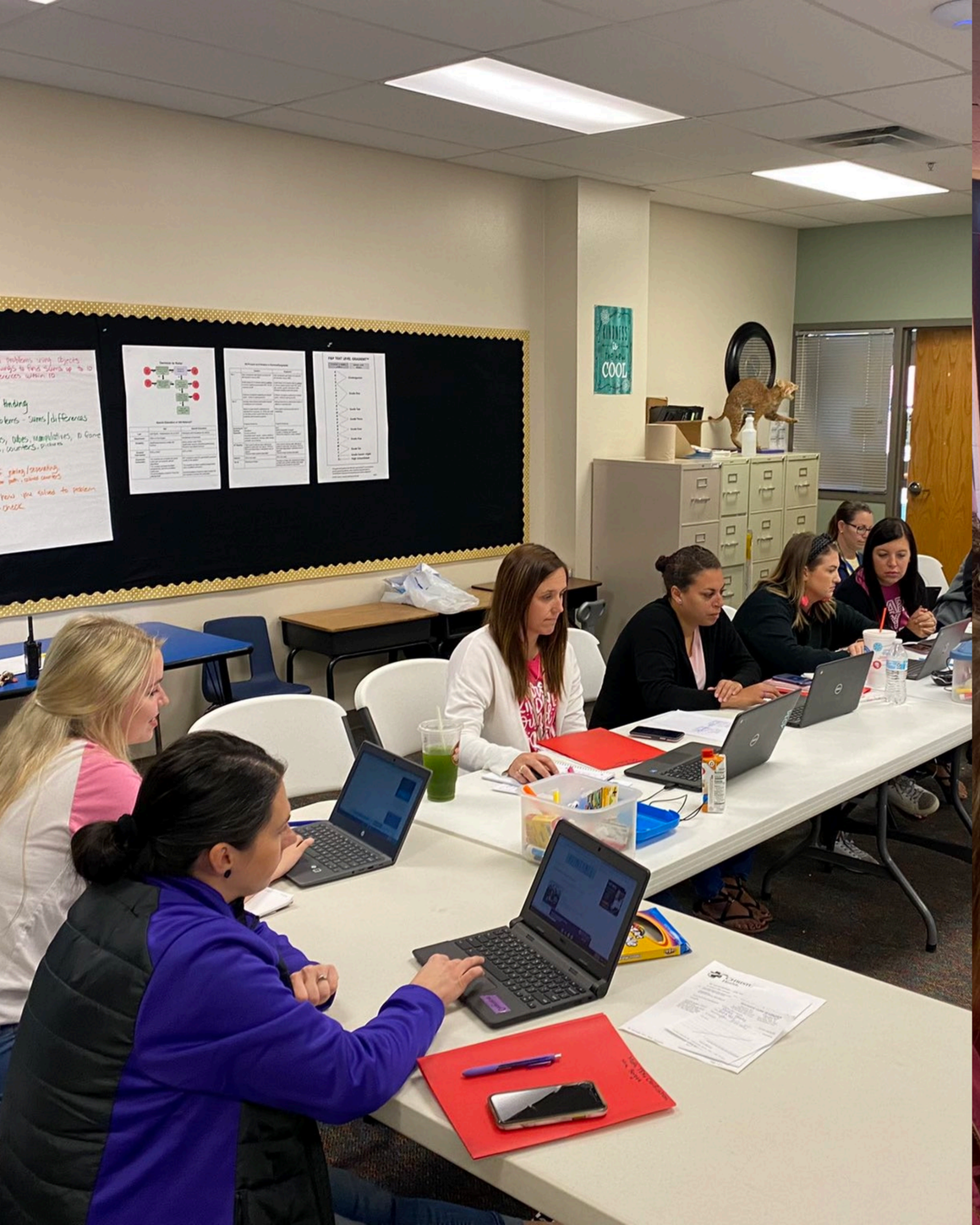
Domain 6

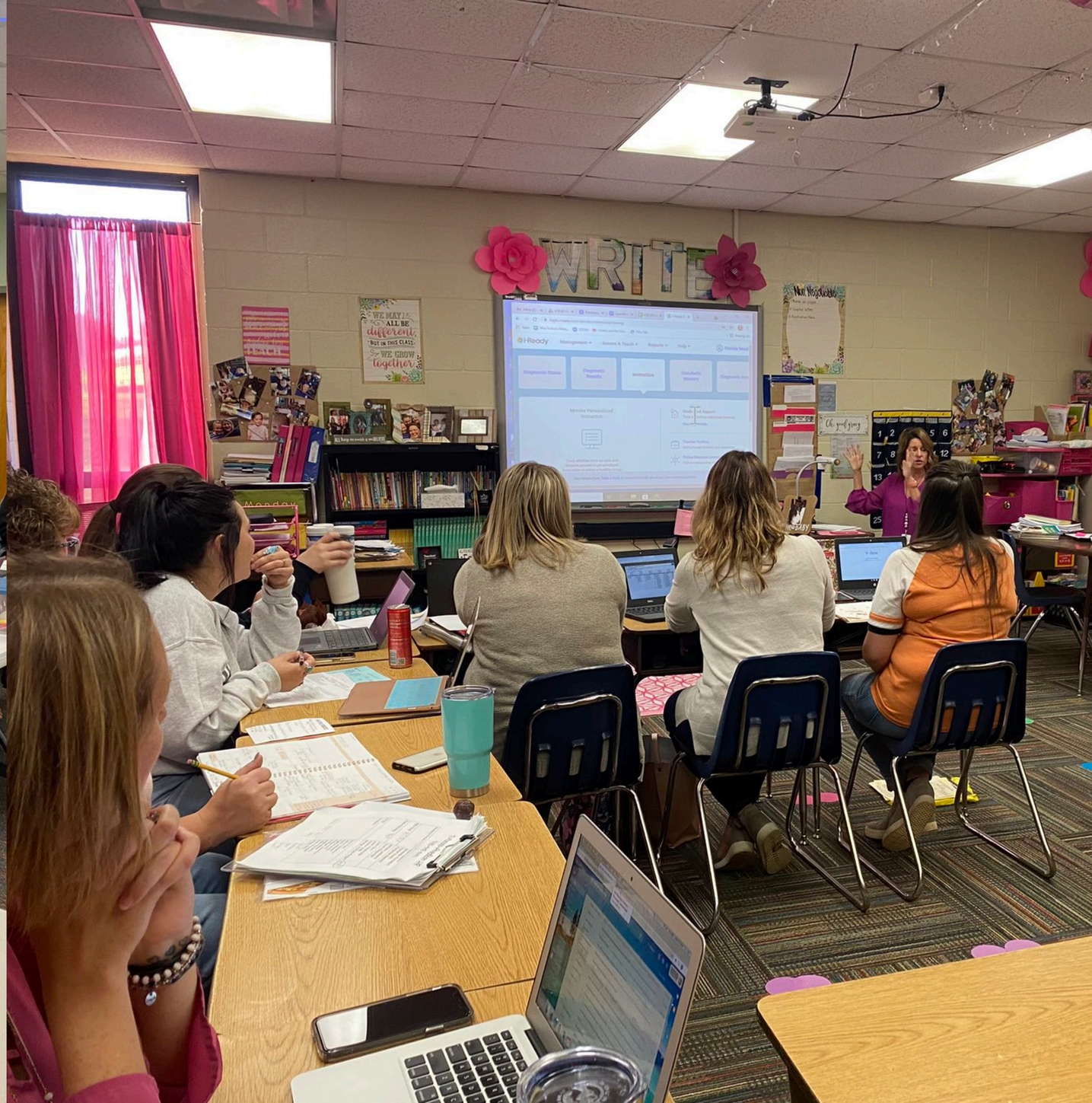


Staff sharing, modeling, professional learning community

EXIT

REGION 7
EDUCATION SERVICE CENTER
REGION 7
EDUCATION SERVICE CENTER
Let's Get FITT
#r7fit


COOL


WRITE
WE MAY ALL BE different, BUT IN THIS CLASS: WE GROW together.
Not Negotiable

Domain 6
T-TESS Alignment

4.3 - Teacher enhances the professional community

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Questions?

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Short link: https://carlhooker.com/tepsa