

Can You Show Me Again?

Blended Learning and the Art of Digital
Repetition



By: Jessie Gardner & Andrew Gael

Who We Are...

Jessie Gardner - Technology Teacher



- ★ MS.Ed - City College, Special Education 5-9
- ★ 5 years working in the NYC Department of Education as a Special Education English Teacher
- ★ 1 year working at Cooke Center Academy - Technology Teacher
- ★ Tech Experience - Basic

Andrew Gael - Coordinator of the Mathematics & Science Department



- ★ MS.Ed - Brooklyn College, Childhood Education
- ★ 5 years working at Cooke Center Academy
- ★ Special Education Math Teacher
- ★ Tech Experience - Basic

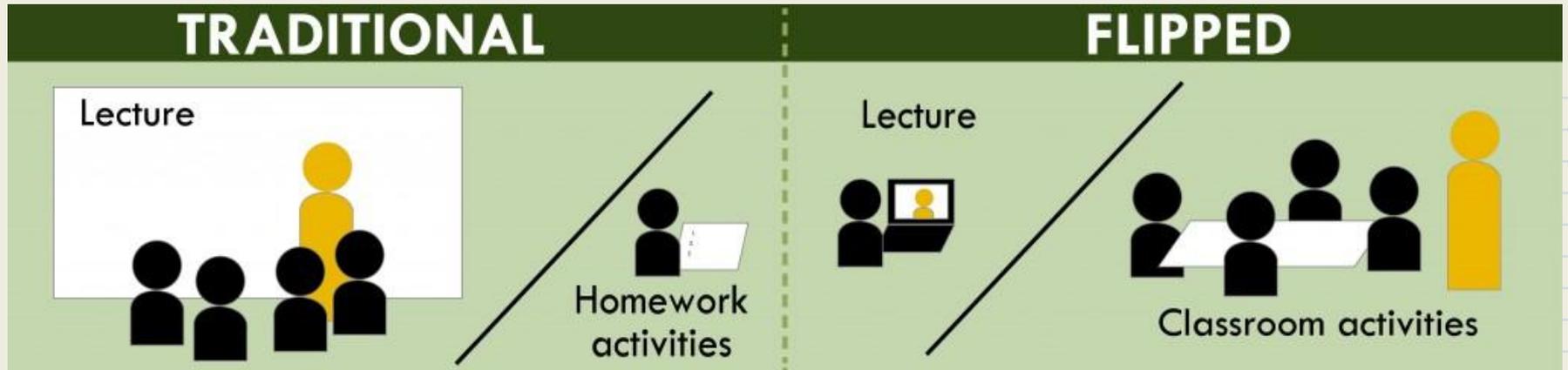
The Case



Flipped Classrooms

In a flipped classroom, students learn new content online at home; what used to be homework (assigned problems) is then done in class.

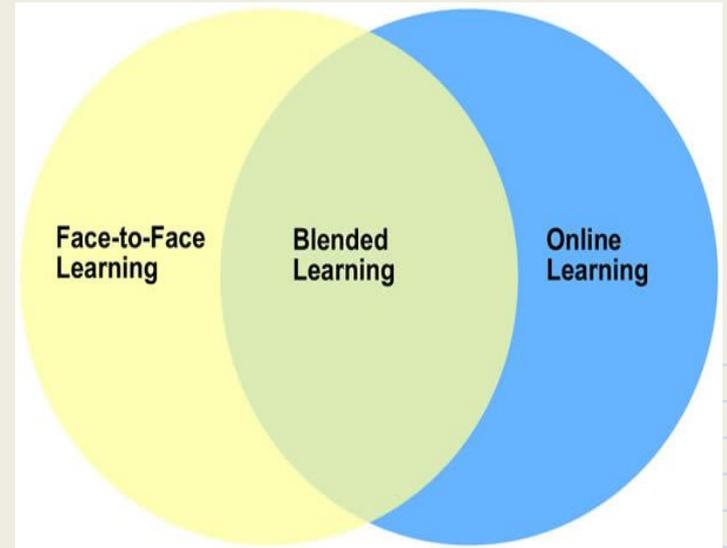
- ★ Allows teachers to offer more personalized guidance and interaction with students in class, instead of lecturing.



Blended Learning

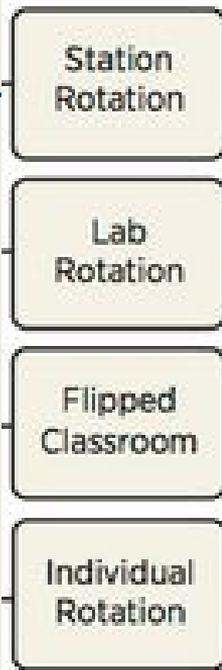
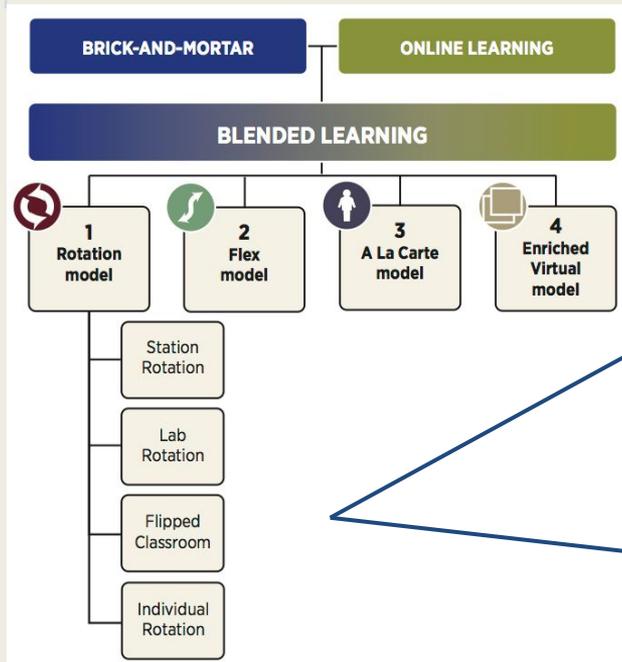
Blended Learning is defined as a formal education program in which a student learns...

- ★ at least in part through online learning, with some element of student control time, place, path, and/or pace.
- ★ at least in part in a supervised brick and mortar location away from home.
- ★ and the modalities along each student's learning path within a course or subject are connected to provide an integrated learning experience



“What’s the difference?!?”

A “Flipped Classroom” is just one of the models of the Blended Learning Concept



Station Rotation Model

Students rotate between working with a Teacher and working with digital content

Teacher-led
Station



Online
Station

In-Class Flip (Flex Model)

Online learning is the backbone of student learning; students move on an individual, customized, fluid schedule among learning modalities. The teacher provides direct instruction through multiple modalities, and then face-to-face support on a flexible and adaptive as-needed basis through activities such as small-group instruction, group projects, and individual tutoring.

Review video:



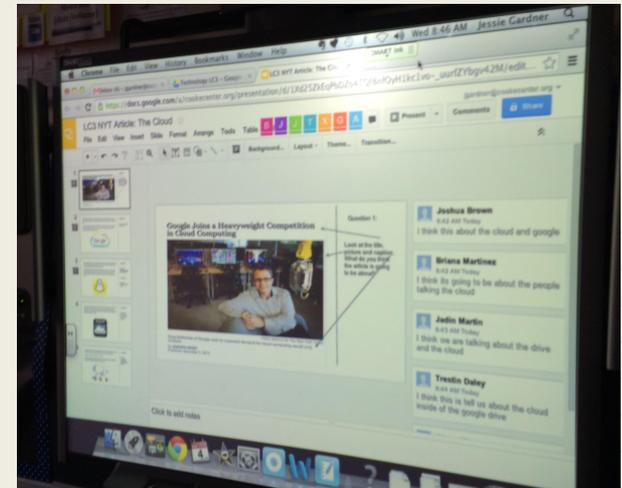
Question 1:

What is "the cloud"?

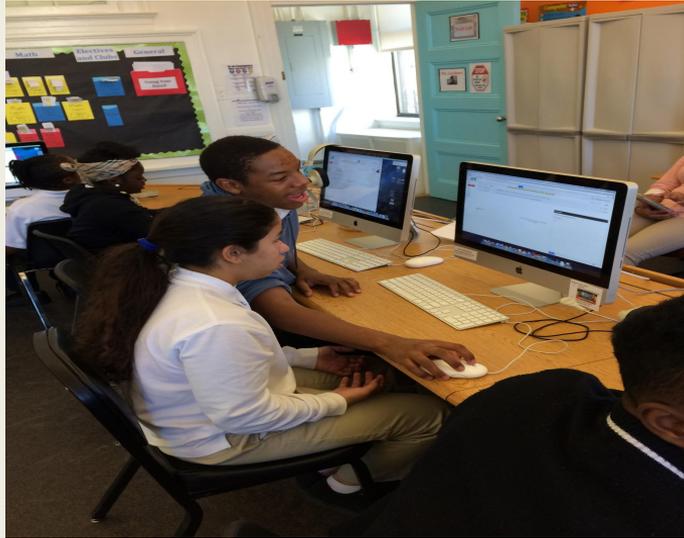
Individual Warm Up/Do Now - Review of skills based on yesterday's self-assessment



Partner classwork



Whole class activity - it began at home, was worked on as a class, and then continued individually



Partner work



Students individually working
on a shared Google Doc

Goals

Overall Goals of our Blended Learning Pilots:

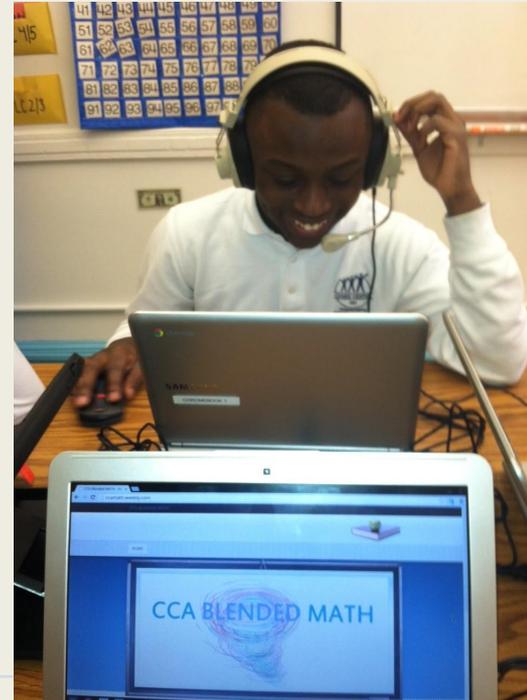
- ★ Differentiate for every student by creating customizable, individualized learning plans.
- ★ Incorporate some aspect of self-guided learning and assessment.

Goals for Technology Class:

- ★ Families have access to all content and materials before, during and after lessons.
- ★ Multiple methods of content delivery and assessment for every skill evaluated.
- ★ Immediate and transparent feedback on submitted work.
- ★ Student created and maintained digital work records.

Goals for Math Class:

- ★ Students have more opportunities to practice critical thinking skills and inquiry learning.
- ★ Allow students to practice basic mathematical skills through online reinforcement.
- ★ Give students ownership over their own learning plan.



The “How” - Math

- ★ Weebly website
- ★ Links to teacher-selected online content
- ★ Embedded google form for student self-assessment

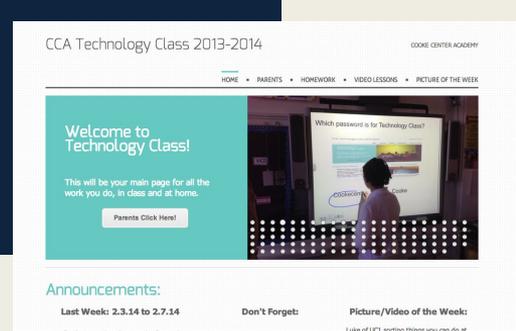


CCA BLENDED MATH

The logo features the text "CCA BLENDED MATH" in a teal, sans-serif font. The word "BLENDED" is partially obscured by a colorful, multi-layered scribble of lines in various colors (red, blue, green, yellow, purple) that forms a shape resembling a lightbulb or a brain. The background of the logo is white.

The “How” - Technology

- ★ Weebly website
- ★ Tailored instruction through multiple modalities
- ★ Opportunities to demonstrate progress and mastery of objectives through numerous methods of assessment
 - Interactive SMARTBoard activities, scaffolded video lessons and demonstrations, audio recordings, interactive diagrams, guided instruction from teachers with “traditional” and electronic participation, instant electronic feedback on responses and early and continued electronic access to content before and after lessons.



Troubleshooting: What could go wrong?

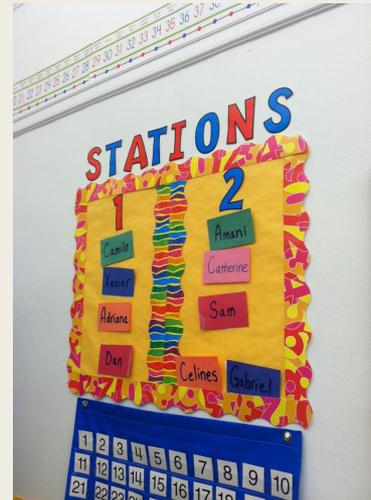
Technology Class

We use step by step picture directions to remind students about procedures.



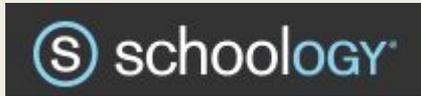
Math Class

We use a station chart to make the students aware of which station they are should go to on any given day.



Resources

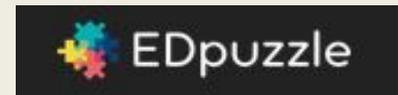
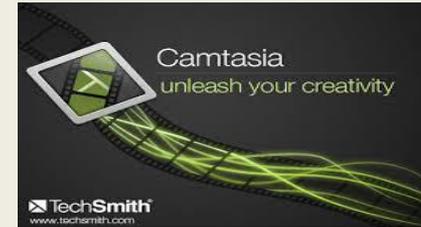
Hosting



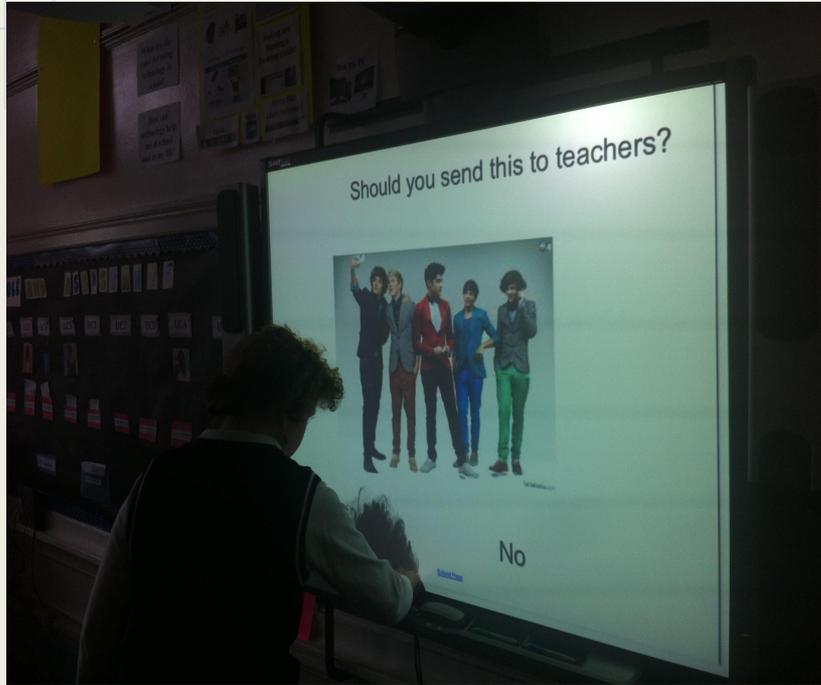
Content



Delivery



A View of Tech Class



Tech Class Assignments

LC 3 Do Now 12.4.13

When the timer goes off, hit "submit" (even if you're not done) and turn around. Quietly.

* Required

**Warm
Your
Brain**

Name: *

Date and time: *

Review video:



One thing you learned from the video: *

Question 1:



CCA Technology Class 2013-2014

COOKE CENTER ACADEMY

HOME · PARENTS · HOMEWORK · VIDEO LESSONS · PICTURE OF THE WEEK

10.30 CLASSWORK

1. Watch the video:

Today's Agenda:

Aim: When should I use email to communicate?

1. Review: What is email?
2. When to use: Email vs. text vs. phone
3. Who should I email and how often?
4. Answer questions and practice using email
5. *possible computer free time

2. Answer the questions:

Using email

If you need to talk to someone about something really important, right now, you should:

- Call
- Text
- Email

[Back](#) [Continue](#)

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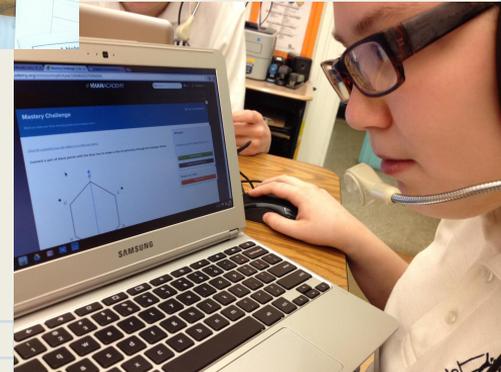
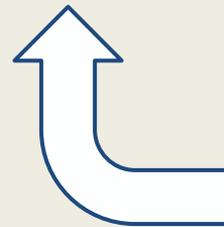
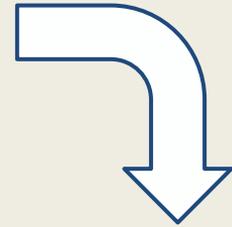
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A View of Math Class



Math Classwork

- Students are introduced to a math skill at the teacher-led station
- Students get reinforcement and practice with the math skill at the online station
- Students are able to do project based inquiry learning involving the math skill at the teacher-led station



Other classes..

ELA

Animoto
Bitstrips

