

Project TILT: Unit Reflection

Teacher Name: _____ District: _____

Unit Topic & Grade Level: 4th Grade Science _____

Using Technology with Classroom Instruction that Works Skills:

Which **two** Instructional strategies did students use during in this unit? (*double-click in box to select it*)

- 1. Identifying Similarities and Differences
- 2. Summarizing and Note-Taking
- 3. Reinforcing Effort and Providing Recognition
- 4. Homework and Practice
- 5. Non-Linguistic Representation
- 6. Cooperative Learning
- 7. Setting Objectives and Providing Feedback
- 8. Generating and Testing Hypotheses
- 9. Questions, Cues, and Advance Organizers

What ITLS (Information and Technology Literacy Standards) were students expected to learn in this unit?

- A.4.3 Use a computer and productivity software to organize and create information
- A.4.4 Use a computer and communications software to access and transmit information
- A.4.5 Use media and technology to create and present information

<p>What assessment tool(s) did you use to gather student information on Instruction strategy 1 Similarities and Differences (insert number from above)? Briefly describe. I collected information from the pre survey which the students took online. I collected data from the pre/post rubric. This involved the students creating a Venn diagram using Kidspiration.</p>	<p>What assessment tool(s) did you use to gather information on the ITLS? Briefly describe. I used the pre/post rubric and additional check off lists that I could write down if students had completed a task and anecdotal notes.</p>
<p>What assessment tool(s) did you use to gather student information on Instruction strategy _6 Cooperative Learning (insert number from above)? Briefly describe. I used the post rubric data as the summative assessment, but as the students e mailed I used a check off list to determine if students needed support from the adults. The rubric explains the attributes I expected in their e mails.</p>	
<p>How many students did you assess? There are 21 students, but some days we had absences due to the flu.</p>	
<p>How many mastered (<i>80% of students can do 80% of the work</i>) each instructional strategy skill?</p> <p>Instructional Strategy #_1 Similarities and Differences_ = 89% 17/19</p> <p>Instructional Strategy #__2 Cooperative Learning___ = 90% 18/20</p>	<p>How many mastered (<i>80% of students can do 80% of the work</i>) each Information and Technology Literacy Standard?</p> <p>A.4.3 Use a computer and productivity software to organize and create information 89% of the students</p> <p>A.4.4 Use a computer and communications software to access and transmit information 90% of the students</p> <p>A.4.5 Use media and technology to create and present information 89% of the students</p>

How did using the Instructional Strategies and integrating technology improve or enhance student learning in the content area? Give specific examples if possible.

By using Kidspiration, the students were able to organize the science concepts into a format that made it easier to remember the information. The strategy of similarities and differences becomes visual when implementing Kidspiration. The students used gaggle.net which provided an online community to discuss the science concepts. The emails the students sent were interesting and conveyed their higher level thinking. Cooperative learning between students and other students as well as teachers creates a unique atmosphere for learning.

Next time ??

What adjustments will you make to the lesson or unit when you teach it again?

I would schedule computer lab on consecutive days or have more computer time. At this time we can only get into our lab twice a week unless someone cancels. Laptops would be easier to use in the classroom during science class to send e mails on gaggle about topics. We reviewed by sending questions to each other on gaggle.net. From an instructional standpoint, I would allow more play time on Kidspiration and sending e mails to each other.

Please attach assessment instruments to your unit or to this reflection.

Submit electronically to: Jennifer Casper casperj@cesa5.k12.wi.us by December 11, 2009 and May 3, 2010