

Learning with the Internet (LWI) Project

9440 Learning with the Internet

Fall, 2008

Connie Capaldo

URL to our class Wiki: <http://capaldosclass.wikispaces.com/>

Intended users: Deaf/HI students at Kelly Springs Elementary – One student is in kindergarten, 3 are second graders, 2 are fifth graders. All students have significant language delays due to their hearing impairments. The students' Individualized Education Plan goals focus on language and vocabulary development and on increasing general background knowledge.

Purpose: This lesson was planned as a way to maximize the educational benefit from a field trip to the National Peanut Festival Fair on Special Citizen's Day. The goal is to use the experience to build general knowledge and vocabulary and provide meaningful language experiences. Students were paired up with a partner and given assignments that supported their IEP goals.

Learning Outcomes/Objectives:

Pre-Trip:

The student will:

- participate in group readings and discussions of peanut related books.
- expand their knowledge of the National Peanut Festival activities.

Post-trip:

The student will:

- work with their partner to complete an assigned task.
- correctly sort and organize photographs taken during the trip by content and/or theme.
- write appropriate captions for photographs taken during the trip using correct capitalization, punctuation, and basic sentence structure appropriate to his/her IEP goals.
- ask questions of their peers to obtain data for making a bar graph.
- use data obtained from peers to make a bar graph using Excel with teacher assistance.
- work with their partner and the teacher to publish their work on the class wiki.
- reflect on their learning and experiences through class discussions.

Alabama Standards:

- Gr. 2:
 - Mathematics
 - 13.) Create displays for a given set of data using pictographs, tally charts, bar graphs, or single- or double-loop Venn diagrams, providing appropriate labels.
 - English Language Arts
 - 13.) Demonstrate appropriate listening and communicating behaviors.
 - Asking appropriate questions to gain and to clarify information
 - 18.) Use conventional mechanics and spelling when editing written expression.
 - 22.) Use available technology for expression.

- Grades K-2:
 - Technology
 - 10.) Use a variety of media and technology resources for directed and independent learning activities across the curriculum.
- Gr. 3-5:
 - Technology
 - 11.) Utilize general purpose productivity tools to facilitate learning throughout the curriculum.
Examples: authoring and presentation software, web tools, digital cameras, scanners
- Grade 5:
 - English Language Arts
 - 24.) Organize content of written compositions with attention to basic characteristics.
 - Topic sentence
 - Supporting sentences
 - Purpose and audience
 - Sentence combining and coherence

NETS-S:

1. Creativity and Innovation –
 - a. Students apply existing knowledge to generate new ideas, products, or processes.
 - b. Students create original works as a means of personal or group expression.
2. Communication and Collaboration –
 - a. Students interact, collaborate, and publish with peers, experts, or others employing a variety of digital environments and media.
 - b. Students communicate information and ideas effectively to multiple audiences using a variety of media and formats.
4. Critical Thinking, Problem Solving, and Decision Making –
 - b. Students plan and manage activities to develop a solution or complete a project.
5. Digital Citizenship –
 - b. Students exhibit a positive attitude toward using technology that supports collaboration, learning, and productivity.

Method of Assessment:

Teacher-made Rubrics

Teacher Observation of participation in class discussions and data gathering process

How this activity meets “meaningful learning” criteria:

This lesson meets “meaningful learning” criteria in several ways. It provides for active, goal-directed, authentic, cooperative, and reflective activities. One of the activities required was for them to find out something about the Peanut Festival that they didn’t know. This allowed them to build on prior knowledge. For other activities, students were paired up with partners and given appropriate tasks for their abilities giving them opportunities to collaborate and practice language skills targeted in their IEP’s. The tasks assigned were related to a field trip and class studies of peanut related information which placed the tasks in a natural context. For example, the students were able to take a question, gather data, compile it, analyze it, create a bar graph, and publish it. The opportunity to gather data provided the students with natural practice in asking and answering questions in conversation which is part of their language goals. The technological tools used in this

lesson supported the students' collaboration on a class project and provided them with a means of representing their findings and publishing their work.

Reflection:

I really enjoyed planning this lesson. It was really hard to limit myself to a few manageable activities given time limits of class schedules and curricular demands. I had several other ideas for great language activities that could have been included had time not been a key issue. It was challenging to create a plan for a collaborative class project based on individual student goals as opposed to a regular classroom where all the students have the same goals. I was happy with how it all worked out and excited to be able to provide each pair of students with tasks that supported their IEP goals while still contributing to the overall class project.

Evaluation of Implementation:

Implementation of this lesson was challenging because of my students' language difficulties and the variety of grade levels. I really would have liked more time to pre-teach some of the technology skills that were needed for some of the activities. However, I do feel the students gained insight and meaningful experiences with the technology based on my observations while working collaboratively on the project with them and from some of their comments during our reflection discussion. I also feel the reflection component of meaningful learning is a challenge for my language delayed students. I was not able to get one of the students with lower language skills to understand what I wanted him to do.

I feel the students enjoyed participating in these constructive and collaborative projects. All the students were successful at their own level and ability. Collaborative projects are very strong in language building and provide ample opportunities for conversation and discussion which is a primary goal in my classroom.

The purpose of this project was to maximize the benefits of a field trip. I feel that purpose was met. The students were able to attend a fair that almost all of them had been to before yet build on their prior knowledge to increase vocabulary and language skills. The students now know more about peanuts and the fair than they did before the trip. They also have gained technology experience and academic skills through this process. The trip was fun while providing meaningful learning opportunities.

Peer Review Feedback Remarks:

I enjoyed reviewing your project. I understand the challenge that you face in designing any lessons for IEP students because I have twins with IEP's and have also worked with special needs students. It was very thoughtful for you to point out that the important task for you is to provide one lesson that can meet all of the individual student goals defined by each IEP. Your attempt to include everyone in this lesson while fulfilling the goals of your assignment has been achieved quite well! Both the written components and the Internet component are well laid out, easy to follow and include components of meaningful learning. The students can reflect on their experience, collaborate and exercise their language skills. The Wiki was a great idea! The inclusion of a field trip was a nice touch too!

C.T. Bloom