

# PIP: Online/Web-based Learning Resources



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# Goal #1: making online learning exciting and relevant



- **Propose interesting projects to students**
- **Propose interesting, relevant and easy-to-use online resources**
- **Promote these resources**

## Goal #2: Creating alternative forms of learning



- **Podcasts in the classroom**
- **Web 2.0: wikis and blogs**
- **Online databases**

## Goal #3: teaching students to use technology to learn, and how to evaluate resources



- Teach teachers how to use the online resources we have (workshops and online presentations)
- Teach students how to research and evaluate online resources and how to stay safe on the internet
- Show students the online resources we have
- Promote the resources to which we have access
- Suggest giving research projects at every grade, demanding increasing independence every year, while teaching students how to evaluate resources on their own

# Deliverable



PowerPoint presentation of the individual projects, accessible online on the LMC webpage:

1. promote the resources we have and find new ones (Elsa),
2. how to include the online technology we already have in classrooms (Ann Williams, Elaine DeWolfe),
3. looking into using podcasts in the classroom (Jennifer Music, David Workman)



**JENNIFER MUSIC, JENELL  
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**PODCASTS IN THE CLASSROOM**

# How can podcasting be used in education?



- Students are able to listen to or review lessons on demand.
- Podcasts can deliver educational content for listening or viewing on a computer and or on a portable device, such as an iPod.
- Podcast content can be anything conveyed by an audio or video file: a recorded lecture, a social studies lesson, an art demonstration, or anything else.



- **Teachers can easily create a podcast of daily assignments and lectures from class, and make it available for all of their students to download.**
- **Students can likewise create and publish content and deliver it to their teachers or other students.**

# What kind of content might be useful for your students as a podcast?



- Rather than assuming that it would be best to podcast *all* of your lessons in their entirety, think about what might be the most helpful to your students as learning resources.

# Ideas?



- **Weekly Summaries**

- It might be better to podcast a brief weekly summary of the key points from the readings and lectures each week.
- You could include suggestions for how students can expand their knowledge or better understand the important concepts for the week with additional reading or web sites.

- **Guest Speakers**

- Speakers who aren't able to attend class in person could be recorded and podcast.

# More ideas?



- **Exam Reviews**
  - Podcast study guides.
- **Things you didn't have time to fully discuss in class**
  - Options for extra activities
  - Alternative explanations or additional examples of difficult material.
- **Remember to keep in mind what will be beneficial to your students' learning!**

# How can you create audio files for podcasting?



- **There are various ways of recording audio files and different tools that can streamline the process.**
  - You can record directly onto your computer using a microphone. This usually produces the best quality since you can start and stop as needed and edit the final product if you wish.
  - There is free software that you can use for recording, for editing, and for converting to the appropriate format for podcasting (MP3).

# What do I need to get started?



- **Computer with free software to edit audio**
  - Audacity: Mac or PC
    - <http://audacity.download-latest.com/>
  - Garageband: Mac Only
    - <http://www.apple.com/ilife/garageband/#record>
- **Microphone**
  - For example, [USB Multimedia Stereo Headset](#)
    - Head-set microphones usually provide better sound quality since the distance from your mouth stays consistent.

# Record while teaching your lesson?



- This saves time but also often produces poorer quality since you cannot control the ambient noise or interruptions, etc.
- You can record while teaching in various ways:
  - Attach a microphone to your iPod or other MP3 player and use that to record.
  - Use a microphone attached to a different digital video recorder.
  - You can still edit your audio file and convert it to MP3 format.

# Uploading your podcasts to make them available to others



- Go to the NCS website and log in
- From the Podcast link:
  - Select "Add New Topic" to add a new series of podcasts.
  - Provide a topic name, title and description, click Submit.
  - Select Click on the topic you created.
  - Select "Add New Episode" to add a new episode.
  - Click the browse button to locate the MP3 file to upload.
  - Select the file, click Upload file.
  - The XML file for the podcast topic will automatically be updated to reflect the new episode.
  - Continue as needed to upload episodes or create a new topic (series of podcasts).

# Examples of Podcasts



- **National Public Radio Podcasts**

- [http://www.npr.org/rss/podcast/podcast\\_directory.php?type=main&id=-1](http://www.npr.org/rss/podcast/podcast_directory.php?type=main&id=-1)

- **Podcast Directory (listed by topics)**

- <http://www.podcastdirectory.com/>

- **Learn Out Loud Directory**

- <http://www.learnoutloud.com/>

- **iTunes Podcasts**

- <http://www.apple.com/itunes/store/podcasts.html>

# Free File Audio and Video File Conversion Tools



- **File Conversion Software**

- <http://www.erightsoft.com/SUPER.html>

- This is FREE software from eRight Software that you can download to your own computer and then use to convert your files from one format to another.
- This is a great tool! It can be used to convert many types of audio or video files into many other formats.
- The conversion process is very fast. For instance, a 45 minute video file can be converted to an MP3 audio file in only 6 minutes.



- **Zamzar Free Online File Conversion**

- <http://www.zamzar.com/>

- This website allows you to either:

- ✦ browse to a file you already have but need to convert to another format *or*
- ✦ provide a URL (web address) of a file you want to convert.

- The website does the conversion and emails a link to the converted file so that you can download it.



**ELSA PRETTOL**

**ONLINE DATABASES  
WEB 2.0**

# Elsa / Library Media Center



## **1 -making online learning exciting and relevant**

- Added links to [Destiny](#) and [BigChalk](#) from the Student Services webpage to the Destiny homepage for students' easy access to homework help, free materials, and research materials.
- Subscribed to the e-edition of the Sac' Bee for the year.
- Organized BigChalk trainings for teachers. Created and distributed a PowerPoint about it, which is now [online](#).
- Suggestion for next year: work with English and/or Technology teachers on [book trailers](#), a good way to link technology and books with students.



## **2 -creating alternative forms of learning**

- Looked for other databases than BigChalk. Set up free trials and sent login information to teachers for their feedback.

[Maps101](#), trnatomas/trial, expires 4/28

[netTrekker](#),natomascharter/trial, expires 4/28

[Facts on File](#), natomas1/natomas, expires 5/10

[EBSCOhost](#), natomas/library, expires 5/13

(waiting for more databases to send me trial information)



## Web 2.0 /Wikis and blogs:

- Web 2.0 is a phrase that encompasses all the possibilities for everyone to create (or transform) content on the internet.
- Wikis are websites which anyone can participate in revising, creating a process of research and collaboration.
- Blogs are more focuses on personal expression, as the format is “post, comment, comment”, without the possibility of changing what has been written before.
- Resources: create your free wiki at [wikidot](#), [wikispaces](#), or [wiki-site](#) (among others), add [tools](#) to your wiki, and [information](#) on how to use a wiki for education purposes. Or create your free blog with [Wordpress](#), [LiteraryBlogs](#), with more information [here](#).

*Note: Sean is able to make a wiki accessible online in school, but not outside (on the network) if you so desire.*




## Use wikis and blogs in the classroom for:

- Science fair, to brainstorm ideas
- Student portfolios, to display and discuss their work
- Teacher collaboration on particular units
- Literary discussions about books studied by the class
- Books and reader's guides written by students
- Virtual field trips
- Study guides / exam reviews written by students
- Class encyclopedia / glossary developed by students
- [And more !](#)



### **3 -teaching students to use technology to learn and how to evaluate resources**

- Basic Destiny workshop during the LMC orientation at the beginning of the year.
- Organized Big Chalk workshops.
- Showing students how to create and use their Destiny accounts. Created and put online a [PPT](#).
- Created, distributed and put online a PPT about [Internet Safety](#).
- Created, distributed and put online a PPT about [Internet Research](#).



**ANN WILLIAMS'  
AND ELAINE DEWOLFE'S  
LIFESTYLE MATH COURSE**

# Ann Williams / Elaine DeWolfe - ILP



- Lifestyle Math research project utilizing online resources.
- Lifestyle Math course includes:
  - Math skills review
  - Financial planning
    - ✦ Budgeting
    - ✦ Debt, credit
    - ✦ Income, wages, taxes
    - ✦ Banking
    - ✦ Depreciation
    - ✦ Transportation
    - ✦ **Insurance**

# Task using on-line resources



- **Part 1 - Students research a complex topic and analyze the situations and problems with current health care**
- **Part 2 - Students form an opinion based on research and write a persuasive essay regarding health care reform**

# Online resources



- **Natomas Charter School's on-line resources**
  - Big Chalk
  - Destiny
  - Teacher generated Book cart
  - Developing works cited page using the Big Chalk/Destiny /Book Cart web site

# Financial Literacy Standards – High School Graduate



- **Explain the purpose and importance of health, disability, and life insurance protection**
  - Compare sources of health and disability insurance coverage
  - Identify government programs that provide financial assistance
  - Analyze the conditions under which adults need life health and disability insurance

# English 11 & 12 Standards



- **1.0 Writing Strategies**

Students write coherent and focused texts that convey a well-defined perspective and tightly reasoned argument. The writing demonstrates students' awareness of the audience and purpose and progression through the stages of the writing process.

- **1.3 Structure ideas and arguments in a sustained, persuasive, and sophisticated way and support them with precise and relevant examples.**

# Goals & ESLRs



- **Cross curricular**
- **Encourages use of technology and on-line resources**
- **Meets Financial Literacy and English standards**
- **Requires critical thinking, analysis and problem solving**
- **Builds essential real life skills**
- **ESLR 2: Students will have a repertoire of problem solving approaches, including exploring alternatives to solving the same problem.**
- **ESLR 8: Students will possess the ability to think logically and make informed judgments.**

# Health Care Reform Essay Assignment and Requirements



**Your Task:** Research the issues associated with health care reform in the US. You will be researching and writing a two page paper on current issues related to health insurance. You will be answering the following questions:

- What are some of the problems with current health insurance programs?
- What are some companies doing to alleviate the high costs of medical insurance for their employees?
- What proposals has the government pushed through Congress to help with the problems?
- What do you think is the solution to the current health care crisis?

# Health Care Reform Essay Resource Guide



- Go to <http://www.proquestk12.com/>  
**Log In: 02-32211**  
**Password: bigchalk**
- Click on “Go to My Products Page” then “eLibrary Curriculum”.
- At the top of the page click on the “Bookcarts” tab.
- Look for the link “Health Care Reform” and click on the link to find a list of helpful resources for your research paper.
- **Be sure to look at the weblinks at the bottom of the page.** There is a link to a pro and con article in Wikipedia that you can use to get an overview of the issues but do **not** use Wikipedia as one of your sources for the paper.