TEACHING THEORIES AND PRACTICE

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Introduction:

Education contributes to the growth of societies and developing of generations. Teacher is one who is responsible in learning process. Using new methods of teaching, integrating technology, providing development-learning environment, addressing diverse students’ needs, and collaborating with parents and community will improve the students understanding and learning. However, engaging that under the umbrella of constructivism theory will inspire students to be active learner rather than listener.

Constructivism theory encourages students to develop their own understandings by connecting their prior knowledge, experiences, and biases with new experiences to which they will be shared during the course. According to John Dewy “Education is not preparation for life; education is life itself” (Ehrlich, 2000, p. 230).

The learning theory that impacts my views about student learning:

Constructivist learning theory state that individuals make their own new understandings based on the interaction between what they already know and believe and the new ideas and knowledge that they gain. This theory has developed by several noted researchers, such as Dewey, Piaget, Vygotsky, and Jonassen (Richardson, 2003, p. 1624).

In contrast to the traditional viewpoint, which assumes that students learn directly from teachers, constructivism supports student learning with technology. An example of this can be found in Appendix A: Wax Museum Project. In this project, I had to talk about an influential character who has his achievements in the community or country or the world
and how I’ll present it to my students in a constructivist way. I chose to talk about King Abdullah, King of Saudi Arabia. I started to grab students’ attention by telling them the achievements of the chosen character. I would also read a poem about him and his achievements. The students then had to guess who the character was.

The constructivist pedagogy is founded on the basis of creating knowledge in learning environments, in which students are active, reflective, and collaborative. It is the most influential theory in the field of education today. Constructivist learning environments provide active environment for students to learn meaningfully.

Constructivist theory influences me because it allows technology for learning. Technology focuses on the settings and programs while learning happens in a situation. According to Judson (2006), there is a positive relationship between teachers who use constructive teaching methodology and use technology in the classroom. Constructivist teachers incorporate technology in their classes more than other teachers who follow other learning principles. The constructivist teachers are more willing to use technology activities to ease the lesson for students rather than traditional teachers. The ability to employee technology in the lesson in constructivist way will help to grab students’ attention and help them to be interested in the lesson (Sabzian, Gilakjani & Sodouri, 2013).

According to O'Dwyer, Russell, and Bebell (2004), the more constructivists the teacher's beliefs are, the more technology they use. The strongest belief of whether a teacher will use technology to deliver instruction, have their students use technology during class and have their students create products is a teacher's belief about the positive effects of technology integration.
Furthermore, a study by Sivin-Kachala and Bialo (2000) about the effectiveness of technology in schools finds that students are engaged and have positive attitude towards using technology. Teachers become aware about the effectiveness of engaging technology in the classroom. They know how it is important to prepare active learners for the global digital economy in the 21st century. Active learning is an instructional method, which is the core element, to increase students’ activity and engagement. Hubbell (2007) argued about how important it is for teachers to use technological tools to effectively support active student learning. The author states, "Technology is and will continue to be an integral part of classrooms, workplaces, and our everyday life. Using technology helps early learners to communicate, practice life skills, and better understand concepts. If used pragmatically in the early childhood classrooms, students will be better equipped to begin using 21st century tools independently as they enter elementary schools" (p. 35).

The Role of Teachers, Students, and the Environment in Constructivist Learning:

Constructivist teachers perform the role of guides, mentors or facilitators. They guide learning as an active, group-oriented process in which learners construct a more personal understanding of knowledge that could be used in problem-solving situations (Keengwe & Onchwari 2011). Thinking about teaching and instruction focuses on meeting learners’ need. It allows teachers to progress from a singular perspective to a multi-faceted perspective in teaching by integrating technology. So, teachers should focus on developing thought processes about student learning which help them to think through the active integration process of various technology tools available for them in the classroom.
Constructivist teachers give students questions and problems, guide them to find their own answers, direct activities, and support class discussions (Keengwe & Onchwari 2011).

Students’ activity and engagement are core element of Constructivism. They construct their knowledge by building on their internal representations and previous experiences, so they create their own meanings. Students can be engaged in meaningful activities such as problem-based learning projects, browsing the Internet in search of information for a report, or the preparation of presentation assignments. “In a constructivist-learning situation, technology plays a decisive role in everyday activities but does not become the means of teaching, in a constructivist- learning method” (Jonassen, Peck & Wilson, 1999).

The learning theory of constructivism is a part of pedagogical approaches, which ought to offer students opportunities to be active learners. It promotes an open-ended learning environment where students work to build their knowledge through their own experiences. Constructivism is built upon 'social cognitive' where individuals mutually interact in a safe atmosphere. It states that learning happens in situations where learners form what they have learnt and consider it as a task of their experience in situations.

**Constructivism in my teaching:**

As a teacher, I can create creative unit and incorporate technology with it, such as Christopher Columbus’ Unit Plan for second grade (See unit plan in Appendix B has been done in EDU 553). The Columbus’ Unit Plan teaches about Christopher Columbus, who he was, what his dream was, how he achieved it, and who helped him. My Columbus unit is organized to be taught in a constructivist way in structure and through integrating technology too. It starts by grabbing students’ attention while talking about famous history.
characters. One historical figure is Columbus with his dream to sail to the west. Through the unit, students will watch a video about Columbus’ voyage, discuss with other kids his trip, and answer questions about the trip. Through this process students will build an idea about Columbus and how he achieved his dream in a constructive way. Then students will be asked to start to do classroom map activity. In the next lesson students will learn about the New World and the Native Americans that he met. Students will also start to tell and design the story on their own using technology with the Storybird website (www.storybird.com) by their own.

Curriculum Development, Assessment, and Technology:

In constructivist classroom, assessment of students learning is integrated to the teaching-learning process. The process of learning does not stopped during assessment. Constructivist theory emphasizes that assessment should be used as a tool to enhance both the student's learning and the teacher's understanding of student's progress rather than using it as an accountability tool that cause stress for students. Brooks and Brooks (1993) state that constructivist teacher tries to understand the student's current thinking about the topic rather than say “No” for student when he doesn’t give exact meaning. So, teacher can lead student to new understanding. The different assessment result indicates individual knowledge of each student. Constructivist approach to assessment is a formative rather than a summative. Its purpose is to improve student learning’s quality, not to provide evidence for evaluating or grading students (Brooks & Brooks, 1993).

Constructivism across the curriculum in early childhood classrooms develops an approach of teaching science to build strong understanding cognitive development and
theoretical grounding in constructivism. It also helps teacher to promote children's exploration of the concept of balance or chain reactions in constructive way. Children by nature are motivated to see how the world works. They are always curious and questioning why, what, how everything happened. Thus, curriculum becomes structured around primary concepts, focusing on big ideas, and engaging children at any level (Chalufour, 2014). (See Appendix C, a research paper about how kids respond and interact with technology has been done in EDU 511). In my English class, I would integrate using texting between students and curriculum. Students can use Twitter to tweet about what they learn. We can also use a discussion board to discuss some topics or articles. For English language learner, using texting will develop their language, vocabulary, and dictation. This research paper is about the relationship between kids and their use of technology. Through texting kids learn to maintain relationship with others and it enhances their social skills.

In 1980's, some influential theorists of educational technology who believed in instructional designer became interested in constructivism and inquiry-training models such as Papert. They believe that construction of knowledge through inquiry should be the main methods of teaching and learning rather than direct instruction. They considered learning as a process in which children interact with the world to construct, test, and refine their own cognitive representation of the world. However, technology considered as a tool that allows the development of environments and educational programs in which children construct their own knowledge through interacting with its elements (Gillani, 2010).

Constructivist theory requires a learner-centered classroom where knowledge is
interactive, different viewpoints exist, and all student questions are valued. Teacher’s role is to be as a facilitator of learning rather than simply disseminating information to students as the expert. Constructivist classrooms are very different from traditional classrooms. It emphasizes the importance of context related to the learning process. Utilizing technology in constructivist classrooms makes the students engaged to be active in the learning process, which contributes to an increase in learning outcomes. Using technology has positive effects on student attitudes because they feel more successful and motivated to learn and have self-confidence. In today’s digital economy, the ability to access and create knowledge to use technology is critical to a student’s success (Stanley & Stanley, 2007).

From a constructivist perspective, students are viewed as active participants in the process of learning, which is considered, as constructive, cumulative, self-regulated, goal-oriented, collaborative and individually different. This view shows that students constructing their knowledge and skills themselves through interaction with the environment (Baeten, Dochy, & Struyven, 2008).

Constructivist theory and technology have effective influence on students’ learning outcomes. It depends on how technology is integrated into the instruction and the assessment of the learning outcomes. Technology offers teachers a variety of tools to collect and analyze data in order to inform their practice. Teachers need to show how they use assessment data to make modification in their teaching practice to increase students’ learning outcomes. While students need criteria, feedback, and opportunities for reflection in order to maximize learning outcomes. Jonassen (1991) suggested some ideas
regarding appropriate assessment from a constructivist perspective, such as link assessment strategies to instructional outcomes, assessment must be outcome based and student centered, performance standards should be established, and grading process should be developed that includes meaningful feedback to students on a regular basis (Stanley & Stanley, 2007).

Applying constructivist practice and technology in the classroom offers compelling evidence of the benefits of educational innovation on student learning outcomes. Stanley and Stanley note “Constructivist theory provides valuable insight for educators who want to use technology to increase student-learning outcomes. Constructivist practice allows teachers to individualize learning for each student, while using technology tools to enhance the learning process” (p. 4). (See Appendix D, reading professional project has been done in EDU 511.) It is five articles about integrating technology in the classroom. I have to summarize each one and relate it to my experience. Through reading these articles I learn the importance of integrating technology in my classes. I can use different tools in class to help individual students to understand. I can use a reading articles and discussion for some students, while I can show a video to help other students to understand. Also, I can use different types of apps to check for understanding, quizzes and discussions, such as Socrative and Edmodo.

On the other hand, I will utilize some software app for my classes, such as Diigo to enhance students’ learning. Diigo (https://www.diigo.com/education) is a social bookmarking website. It is a cloud place for personal information and management system, which allows the user to save all his/her items in (My library) in Diigo. This website is very useful for students and teachers because it allows the users to create their
account to save bookmarks, notes and pictures where they can access it from any device or any applications, such as IOS or Android. Also, it allows the user to create groups and share links. Diigo is a kind of technology can be integrated into classroom. Teacher can create a group for the class where students can share bookmarks, images, notes, and doc. Teacher can make feedback or comments for the students. Also, the teacher can use it to save bookmarks and notes for the class, or research and access it anywhere in school, home, class, etc.

In addition, I will use Glogster EDU software (www.edu.glogster.com). Glogster EDU is the leading global education platform for the creative expression of knowledge and skills in the classroom and beyond. Educators and students are able to use technology to create GLOGS - online multimedia posters - with text, photos, videos, graphics, sounds, drawings, data attachments, and etc. Glogester is a great tool, which increases digital literacy for students. It allows all subject teachers to create a digital learning environment and to have own class with the students. It also helps students to create an interactive visual platform and share it with the teacher. It can be used for individual or group projects. Teacher can post important information for class, such as assignment due date and links for other websites. Teacher also can use it as an assessment for the end of the unit, so that would be interesting for students to create their own glogs.

**Diverse learners:**

Diversity is a fundamental aspect of our world and a defining characteristic of education. Treating students as one group inside the classroom without considering the
variety on language, culture, or gender will not achieve the goal of learning while considering individual needs can make learning more interesting (Essinkki, 2009).

The concept of differentiation is based on the belief that every student has varying interests, learning profiles, and readiness levels. The purpose of differentiation is to provide different, distinct, or specialized learning for all students in the classroom. Teachers should set different way of teaching and modify curriculum to match the diversity in their classrooms and how it may impact students’ achievement.

The readiness level of each is influenced by many factors, such as their knowledge of the topic, their physical and emotional health, current stage of development, and their general and specific academic skill. According to Sarason (1990) “a different way to learn is what the kids are calling for.... All of them are talking about how our one-size-fits-all delivery system—which mandates that everyone learn the same thing at the same time, no matter what their individual needs--has failed them” (p. 5) (Akos, Cockman& Strickland, 2007).

As a teacher, I should know my students. This is essential in order to know what type of strategies I can implement in the classroom. Giving students a chance to share their opinions and encouraging them to share their experiences and aspirations help me to know students’ differences. Grouping students provides a good opportunity to use differences for everyone's benefit. Learners can be grouped according to differences but also the teacher should consider students’ similarities and how students will work best together. According to Tomlinson, differentiation requires that a teacher should know her students in order to make content relevant since the lack of connection between teacher and student can cause academic failure. “Once we understand what a student knows (and
doesn't know), what motivates that student to learn, and how the student learns best, differentiation is simply what comes next” (Tomlinson, 2008, p 27).

In English language classrooms, classes usually are of mixed-ability where students grouped by age rather than level in language, such as in secondary and middle schools. I believe it is better if ESL students can be grouped after an assessment of their level. This allows each student to learn with students in same of his language level. This will help teacher to provide more differentiation for them (Essinki, 2009).

Most special needs students who have learning problems tend to be passive learners in the classroom because of their difficulty with learning whether it is physical or mental. So these students need to be engaged actively in their learning situation. The teacher should offer accommodations and modifications to make the lesson and the class fit them better and to achieve a goal of learning as regular students. Also, teachers need to help students to build and expand their conceptual knowledge and develop their skills (Allsopp, Kyger, & Lovin, 2004). However, collaboration between special education teacher and general education teacher is essential, so they can figure the good instructions and strategies for special need students who are under IDEA or section 504 (Dover, 2005). (See Appendix E, a classroom observation project has been done in EDU 582). In this project, I went to a classroom that has two special need students who have difficulty of understanding. These students needed more explanation to understand. I compared between what teacher did with them and assistance teachers. Also, I observed accommodations and modifications that were offered for students. The purpose of this experience is to observe how both educators work together to support both students with and without disabilities.
One kind of differentiation in the class is using assistive technology tools. These can help special need students to receive successful learning. Assistive Technology provides teachers with new methodology to enhance students to be successful in learning. Assistive Technology can be high, medium, low, and no tech solutions (Bugaj, 2010). For example, in English classroom if I have a student with a communication and pronunciation difficulties, I would use a high tech solution, which is an ipad app for her to help her in reading, speaking, and phonics. She can listen to audio book while she reads it, so she can hear the words pronounced correctly as she is reading it. Also, I can use a mirror as a low-tech solution to pronounce some words and the student can see how I pronounce it then she can repeat it by watching herself how she pronounces the words in the mirror. As a result, when she sees herself repeating the words in the mirror, she can identify her mistakes and hopefully she can correct them by herself. As a mid- tech solution, I can use the book CD, so student can listen to the reading passages and improve her pronunciation. Also, Flash Cards, which are considered as a no tech solution, can be used to say some words. I can ask the students to repeat the words after me and to try to correct their mistakes In EDU 612: Assistive/Adaptive Technology I created an annotated web-liogrophy with about 35 websites on assistive technology tools (see Appendix F).

Collaboration:

Teachers’ collaboration with the parents provides enhanced learning support, motivation for learning, and better development of academic skills for the students (Porter, 2008). I will be in contact with the parents/family through arranged parents-teacher meetings, where I will encourage the parents/family to engage meaningfully with their child in the home-based academic activities, such as homework and assignments.
Also, I will notifying them about their child’s learning weaknesses, studying behaviors, monthly evaluations, and positive learning progress, I will suggest effective measures to help parents in preparing their child for yearly examinations.

I will collaborate with “the community” by suggesting that parents introduce the children’s (as students) play programs and health activities. Teachers can act as an interconnecting leader by bringing the students to the diversified communities, leading to opportunities of playful learning, academic internships, and lifetime development (Hoyt & McGoldrick, 2012, p. 83).

On the other hand, Teachers need to team up with the school administrators to enhance the students’ less adjustment in the school and to develop the increased progressive learning (Blase, 2001). I will collaborate with the school administrators by enhance the class/school’s curriculum, as well as to provide the teacher-student resources that can better facilitate the students’ learning.

I will collaborate with “other teachers” by encouraging them to care about the emotional, mental, and physical learning needs of specific students requiring special attention. During and after the school, I will engage in other teachers’ core instructional program that could really improve the students’ academic progress, high potentials, and curriculum.

**Conclusion:**

Teacher should develop student’s critical thinking and engaging him to be active learner by sharing student’s opinion and ideas, collaborating with friends, and developing student’s creative thinking. Theory of constructivism emphasize that teacher should be as facilitator of student’s learning
I reflect upon my study in Educational Technology program. This will help me when becoming a teacher to support my students' critical thinking, opening door for students' creative ideas, and guiding them in the process of learning. Integrating technology in the classroom prepare active learners for the global digital economy. However, know students’ needs and diversity in the classroom allow teacher to set suitable tools and teaching methods that help each students in the class and achieve the goal of learning.
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Appendix A: Wax Museum Project

Overview:

Wax Museum project was developed in EDU 563. I chose my presentation to talk about King Abdullah character. This character can be presented as a lesson for 6th grade in a constructivist way. Teacher can start the lesson by grabbing students’ attention by telling them the character’s achievements without telling them the name of character to let students for thinking then show them the picture of the character. Then read the poem that I wrote and talk about character’s biography and discus with students if they know other information about him. Then start to talk about his achievements in the country, such as Princess Nora bint Abdulrahman University which is largest woman university in the world, King Abdullah University of Science and Technology, Museum of Science and Technology in Islam, Decreased the Price of Oil, and King Abdullah Economic City. On the other hand, teacher will move to talk about his achievement in the world, such as World Conference on Dialogue among religions, International Islamic Conference for Dialogue, establishment of King Abdullah Bin Abdul-Aziz International Centre for Interreligious and Intercultural Dialogue. Then teacher will show students timeline of inventions and discoveries during the lifetime of character. At the end of slices, there is a Common Core State Standards for the lesson and social studies framework.
-The man who worked to develop his country in different sides.
-A king goes by the title “Custodian of the Two Holy Mosques.”
-Forbes named him as the seventh most powerful figure in its list of the "World’s Most Powerful People" for 2012
-The most influential Muslim among 500 influential Muslims for the past 4 years.
-The man who enroll the woman in Parliament.
-A president who open door for women to study in broad.
-The man who said “woman is my mother, my daughter, my sister, and my wife. I came from woman”
-President of the largest oil country in the world.
-He reigns over a land of massive crude oil reserves which making him a key player in the global petroleum industry.
King Abdullah
The King of our hearts
The custodian of the two Holy Mosques

You are the pride and glory
You spread the justice and truth

This is our hearts and our souls
We are redemption to you

As long as you are still in the earth
We are fine, seeing you is a spring
- Born
- sons
- Education
- Second Deputy Prime Minister in March 1975
- Became Crown Prince on June 1982
- president of the Saudi Arabia
- He become a president in Aug 2005
- Wealth
King Abdullah Achievement in Saudi Arabia
Princess Nora bint Abdulrahman University
- The name of the University.
- Largest women university in the world.
- 40,000 students and 12,000 employees
- The site exceeds 800 hectares
- It is a University City, contains: 32 Colleges, houses for student and staff, mosque, hospital, mall, sport city, electronic library, and Elementary and secondary schools.
- It has a research centers for Nanotechnology, Information Technology, and bioscience.
- The transportation inside the University.
Princess Nora bint Abdulrahman University
KAUST was founded in 2009 and focuses exclusively on graduate education and researches.

- It sited 3,600 hectares

The vision and mission of KAUST characterizes the role the University will play in the fields of science and technology by 2020.
Museum of Science and Technology in Islam

The Mission of the Museum is to create a world class facility for teaching and learning about Islamic contributions to science and technology.
Decreased the Price of Oil

The price of oil is: $0.48 per gallon ($0.13 per liter)
King Abdullah Economic City
- It is a mega project announced in 2005
- King Abdullah Economic City will be with a total development area of 173 km² (66.8 sq mi)
- One of largest economic cities in the middle east
- The city is projected to create up to one million jobs.
King Abdullah Achievement in the World
World Conference on Dialogue among religions

- King Abdullah is leading role in promoting dialogue among the world’s leading faiths.
International Islamic Conference for Dialogue

The conference, which is being organized by the request of King Abdullah, aims at finding the bases and principles for the Muslims’ dialogue with other faiths and nations.
King Abdullah Bin Abdulaziz
International Centre for Interreligious
and Intercultural Dialogue: KAICIID

International Conference on
Combating Terrorism
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“In their best deeds is one that continues to bear fruit for generations to come”

خادم الحرمين الشريفين
The Custodian of the Two Holy Mosques

ملك عبد الله بن عبد العزيز آل سعود
King Abdullah bin Abdulaziz Al Saud
Grade:
6th grade

Social Studies Curriculum Framework:

1.1 - Demonstrate an understanding of Significant events and themes in United States history:
3. Compare and contrast the influence of leaders in other nations with those in the U.S. history (e.g. pharaohs vs. presidents, Mandela vs. Martin Luther King). Critical Thinking and Problem Solving Skills Civic Literacy

- Analyze how specific individuals and their ideas and beliefs influenced world history.
Common Core State Standard:

CC.6.R.I.3
Key Ideas and Details: Analyze in detail how a key individual, event, or idea is introduced, illustrated, and elaborated in a text (e.g., through examples or anecdotes).

CT.6.R.20
Reading Comprehension: After Reading: Content and Structure: Evaluate the author’s use of various techniques to influence readers’ perspectives, e.g., appeal of characters in a graphic novels and picture books, logic and credibility of plots and settings, use of figurative language.

CC.6.W.3.a
Text Types and Purposes: Engage and orient the reader by establishing a context and introducing a narrator and/or characters; organize an event sequence that unfolds naturally and logically.

CT.5.W.28
Writing Process: Reflect: Identifies professional authors’ styles and techniques, e.g., leads, conclusions, word choice, purpose, character and plot development; critiques peers’ writing and supports the opinion using established criteria, e.g., content, organization, style, conventions; explains strengths and weaknesses of own writing using criteria, e.g., rubrics and anchor papers, checklists, six-trait scoring guides; uses criteria to choose and defend choices for a writing portfolio.
CC.6.R.I.9
Integration of Knowledge and Ideas: Compare and contrast one author’s presentation of events with that of another (e.g., a memoir written by and a biography on the same person).

CT.6.R.21
Reading Comprehension: After Reading: Content and Structure: understand how social, cultural and historical contexts contribute to an author’s perspective.

CT.6.R.17
Reading Comprehension: After Reading: Developing an Interpretation: Interpret cause-and-effect relationships, e.g., how the time period of a novel determines a character’s behavior.
Appendix B: Christopher Columbus’ Unit Plan

Overview:

This unit was developed in EDU 553 to increase students’ understanding about Christopher Columbus and how he discovered the New world (America). It is designed to be taught in constructivist way. In every lesson in this unit students will complete KWL chart and design the story in Storybird website (www.storybird.com). The first lesson is the introduction of the unit and discussion about who Columbus was and what his dream was. Then the second lesson will be about his voyage. Students will watch video about the trip. How he achieved his dream and who helped him. Then students will do classroom map activity by imagining the class as world map and have Europe side and the New World side. So, kids will imagine traveling as Columbus trip from Europe to the New World. The third lesson will be about the New World and Native Americans. They will read a story and discuss it.
## Learning Theory

### Unit Plan

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| GOAL      | 1- Who is Christopher Columbus?  
            2- What is his achievement?  
            3- How does he achieve his dream?  
            4- What is the benefit from his voyage?  
            5- How long is his trip?  
            6- What does his ship face?  
            7- What did he find in the New World?  
            8- Who is the Native America?  
            9- How would you achieve your dream?  
           10- What does he do in the new land that he reached? |

### 1. Standards Alignment

#### Content Standards:

**CC.2.R.L.1**

Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text.

**CC.2.SL.3**

Ask and answer questions about what a speaker says in order to clarify comprehension, gather additional information, or deepen understanding of a topic or issue.

**CC.2.R.L.3**

Describe how characters in a story respond to major events and challenges.

**CC.2.R.L.5**

Describe the overall structure of a story, including describing how the beginning introduces the story and the ending concludes the action.

**CC.2.W.3**

Write narratives in which they recount a well-contrived event or short sequence of events, include details to describe actions, thoughts, and
feelings, use temporal words to signal event order, and provide a sense of closure.

Social studies Standards

1.1 – Demonstrate an understanding of significant events and themes in United States history.

2.1 – Access and gather information from a variety of primary and secondary sources including electronic media (maps, charts, graphs, images, artifacts, recordings and text).

2.2 – Interpret information from a variety of primary and secondary sources, including electronic media (e.g. maps, charts, graphs, images, artifacts, recordings and text)

2.5 – Create and present relevant social studies materials using both print and electronic media (e.g. maps, charts, models, displays).

2.3 – Create various forms of written work (e.g. journal, essay, blog, Web page, brochure) to demonstrate an understanding of history and social studies issues.

Students NETS:

2. Communication and Collaboration:
   a. Interact, collaborate, and publish with peers, experts, or others employing a variety of digital environments and media

   b. Communicate information and ideas effectively to multiple audiences using a variety of media and formats

Research and Information Fluency
Students apply digital tools to gather, evaluate, and use information.

   c. Plan strategies to guide inquiry
### Learning Theory

d. Locate, organize, analyze, evaluate, synthesize, and ethically use information from a variety of sources and media

Teacher NETS:

e. Design and Develop Digital Age Learning Experiences and Assessments Teachers design, develop, and evaluate authentic learning experiences and assessment incorporating contemporary tools and resources to maximize content learning in context and to develop the knowledge, skills, and attitudes identified in the NETS-S. a. Design or adapt relevant learning experiences that incorporate digital tools and resources to promote student learning and creativity

| 2. Unit Outcomes | Students will be able to:  
| - Know who is Christopher Columbus and what his dream after reading the book.  
| - Explain the importance of a history-related holiday by explaining how Columbus came to the New World after watching the short video.  
| - Understand how the New World was encountered by Columbus after doing classroom map activity.  
| - Know about the New World and who is native America after the discussion question and teacher’s explanation and reading the book.  
| Learn the story of discovering The New World after doing brochure.  |

| 3. Timeline | The unit will take about 5-6 days. It contains couple lessons about Christopher Columbus, general information, his dream, who help him, the voyage, and about the New World.  |

| 4. Prior Knowledge | Students know Christopher Columbus but they have misconception about his discovery.  |
### Lesson 1/

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<tr>
<th>Indicator</th>
<th>Task Prompts</th>
</tr>
</thead>
</table>
| **GOAL:**                     | 1- Who is Christopher Columbus?  
2- What is his dream?           |

<table>
<thead>
<tr>
<th>1. Standards Alignment</th>
<th>Content Standards:</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
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</tr>
<tr>
<td>CC.2.R.L.1</td>
<td>Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text.</td>
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<tr>
<td>CC.2.SL.3</td>
<td>Ask and answer questions about what a speaker says in order to clarify comprehension, gather additional information, or deepen understanding of a topic or issue.</td>
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<tr>
<td></td>
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</tr>
<tr>
<td>Social studies Standards</td>
<td>1.1 – Demonstrate an understanding of significant events and themes in United States history.</td>
</tr>
<tr>
<td></td>
<td>2.5 – Create and present relevant social studies materials using both print and electronic media (e.g. maps, charts, models, displays).</td>
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<tr>
<td></td>
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</tr>
<tr>
<td>Students NETS:</td>
<td>2. Communication and Collaboration:</td>
</tr>
<tr>
<td></td>
<td>f. Interact, collaborate, and publish with peers, experts, or others employing a variety of digital environments and media</td>
</tr>
<tr>
<td></td>
<td>g. Communicate information and ideas effectively to multiple</td>
</tr>
</tbody>
</table>
audiences using a variety of media and formats

Teacher NETS:

Design and Develop Digital Age Learning Experiences and Assessments Teachers design, develop, and evaluate authentic learning experiences and assessment incorporating contemporary tools and resources to maximize content learning in context and to develop the knowledge, skills, and attitudes identified in the NETS-S. a. Design or adapt relevant learning experiences that incorporate digital tools and resources to promote student learning and creativity.

<table>
<thead>
<tr>
<th>2. Lesson Objective</th>
<th>Students will be able to:</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>- Know who is Christopher Columbus and what his dream after reading the book.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th></th>
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<tbody>
<tr>
<td></td>
<td>- (My First Biography: Christopher Columbus, by Marion Dane Bauer)</td>
</tr>
<tr>
<td></td>
<td>- Paint for Columbus.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>4. Lesson Initiation</th>
<th>- Teacher will start the lesson by asking students to name some famous people from history.</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>- Then teacher will ask them if they know who is Christopher Columbus? What they know about him?</td>
</tr>
<tr>
<td></td>
<td>- Students may have some information about him, maybe they learn about him in kindergarten or they hear about his story from parents or from books.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>5. Lesson Activities</th>
<th>- Teacher will use KWL chart to ask students to write what they know about Columbus in column K, then fill column W with questions what students want to learn about Christopher Columbus? They can ask their parents or teachers about Columbus.</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>- Teacher explains that there is many famous people during history whom done something that it important during the history, so they become famous. We know about them from people. The stories of them were told from one person to another.</td>
</tr>
<tr>
<td></td>
<td>- Students read the first part from (My First Biography: Christopher Columbus, by Marion Dane Bauer) Story.</td>
</tr>
<tr>
<td></td>
<td>- Then teacher asks them several questions after students read the</td>
</tr>
<tr>
<td>story:</td>
<td></td>
</tr>
<tr>
<td>-----------------------------------------------------------------------</td>
<td>------------------------------------------------------------------</td>
</tr>
<tr>
<td>- What was Columbus dreams’ when he was a child?</td>
<td>- Did he achieve his dream?</td>
</tr>
<tr>
<td>- How he achieves his dream?</td>
<td>- Who help him to sail to the New World?</td>
</tr>
<tr>
<td>(Teacher will explain the answers for the discussion questions if</td>
<td></td>
</tr>
<tr>
<td>students can’t answer it)</td>
<td></td>
</tr>
<tr>
<td>- Teacher explains for students that people in that time know that</td>
<td></td>
</tr>
<tr>
<td>the earth is round and Columbus wants to approve that by sailing to</td>
<td></td>
</tr>
<tr>
<td>the west.</td>
<td></td>
</tr>
<tr>
<td>- Students will use Story Bird <a href="http://storybird.com/">http://storybird.com/</a> to design the story of Columbus in their style.</td>
<td></td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>6. Lesson Closure</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>- After reading</td>
<td>- Students color the paint of Columbus.</td>
</tr>
<tr>
<td>the book and</td>
<td>- Then teacher will tell students that in the next lesson they</td>
</tr>
<tr>
<td>discussion</td>
<td>will know how he achieve his dream and the voyage of discovering</td>
</tr>
<tr>
<td>questions with</td>
<td>The New World.</td>
</tr>
<tr>
<td>teacher’s</td>
<td></td>
</tr>
<tr>
<td>explanation,</td>
<td></td>
</tr>
<tr>
<td>students will</td>
<td></td>
</tr>
<tr>
<td>fill KWL chart</td>
<td></td>
</tr>
<tr>
<td>with what they</td>
<td></td>
</tr>
<tr>
<td>learn from this</td>
<td></td>
</tr>
<tr>
<td>lesson.</td>
<td></td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>7. Assessment</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>- Student by the</td>
<td>- Students will use Story Bird website to design the story of</td>
</tr>
<tr>
<td>end of the lesson</td>
<td>Columbus in their style after they learn the first part.</td>
</tr>
<tr>
<td>will fill KWL</td>
<td></td>
</tr>
<tr>
<td>chart with the</td>
<td></td>
</tr>
<tr>
<td>information that</td>
<td></td>
</tr>
<tr>
<td>they learned after</td>
<td></td>
</tr>
<tr>
<td>read the book.</td>
<td></td>
</tr>
<tr>
<td>K</td>
<td>What I already know.</td>
</tr>
<tr>
<td>---</td>
<td>---------------------</td>
</tr>
<tr>
<td>W</td>
<td>What I want to know.</td>
</tr>
<tr>
<td>L</td>
<td>What I have learned.</td>
</tr>
<tr>
<td></td>
<td></td>
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</tbody>
</table>
Christopher Columbus
## Lesson 2/

<table>
<thead>
<tr>
<th>Indicator</th>
<th>Task Prompts</th>
</tr>
</thead>
<tbody>
<tr>
<td>GOAL:</td>
<td>1- How he achieves his dream?</td>
</tr>
<tr>
<td></td>
<td>2- What is the benefit from his voyage?</td>
</tr>
<tr>
<td>1. Standards Alignment</td>
<td>Content Standards:</td>
</tr>
<tr>
<td></td>
<td>CC.2.R.L.1</td>
</tr>
<tr>
<td></td>
<td>Ask and answer such questions as who, what, where, when, why, and how to</td>
</tr>
<tr>
<td></td>
<td>demonstrate understanding of key details in a text.</td>
</tr>
<tr>
<td></td>
<td>CC.2.SL.3</td>
</tr>
<tr>
<td></td>
<td>Ask and answer questions about what a speaker says in order to clarify</td>
</tr>
<tr>
<td></td>
<td>comprehension, gather additional information, or deepen understanding of a</td>
</tr>
<tr>
<td></td>
<td>topic or issue.</td>
</tr>
<tr>
<td></td>
<td>CC.2.R.L.3</td>
</tr>
<tr>
<td></td>
<td>Describe how characters in a story respond to major events and challenges.</td>
</tr>
<tr>
<td></td>
<td>CC.2.R.L.5</td>
</tr>
<tr>
<td></td>
<td>Describe the overall structure of a story, including describing how the</td>
</tr>
<tr>
<td></td>
<td>beginning introduces the story and the ending concludes the action.</td>
</tr>
<tr>
<td>Social studies Standards</td>
<td>1.1 – Demonstrate an understanding of significant events and themes in</td>
</tr>
<tr>
<td></td>
<td>United States history.</td>
</tr>
<tr>
<td></td>
<td>2.1 – Access and gather information from a variety of primary and secondary</td>
</tr>
<tr>
<td></td>
<td>sources including electronic media (maps, charts, graphs, images,</td>
</tr>
<tr>
<td></td>
<td>artifacts, recordings and text).</td>
</tr>
<tr>
<td></td>
<td>2.2 – Interpret information from a variety of primary and secondary</td>
</tr>
</tbody>
</table>
sources, including electronic media (e.g. maps, charts, graphs, images, artifacts, recordings and text)

2.5 – Create and present relevant social studies materials using both print and electronic media (e.g. maps, charts, models, displays).

Students NETS:

1. Research and Information Fluency Students apply digital tools to gather, evaluate, and use information.

   i. Plan strategies to guide inquiry

   j. Locate, organize, analyze, evaluate, synthesize, and ethically use information from a variety of sources and media

Teacher NETS:

k. Design and Develop Digital Age Learning Experiences and Assessments Teachers design, develop, and evaluate authentic learning experiences and assessment incorporating contemporary tools and resources to maximize content learning in context and to develop the knowledge, skills, and attitudes identified in the NETS-S.

   a. Design or adapt relevant learning experiences that incorporate digital tools and resources to promote student learning and creativity

2. Lesson Objective

   Students will be able to:

   - Explain the importance of a history-related holiday by explaining how Columbus came to the New World after watching the short video.

   - Understand how the New World was encountered by Columbus after doing classroom map activity.

3. Materials

   - Map
   - Pictures
   - Worksheet
4. Lesson Initiation

- Teacher will begin the lesson with a video about (Christopher Columbus Discovering America Story) in order to engage student interest.

5. Lesson Activities

- Teacher will begin the lesson with a video about (Christopher Columbus Discovering America Story) in order to engage student interest.

  - Then teacher will ask the students some discussion questions after watching the video:
    - Who discovered America?
    - Who helped Columbus to do that?
    - How many ships travel with Columbus?
    - What is the name of the ships?
    - What do you think he and his group felt when they saw a land?
    (Teacher will explain the answers for the discussion questions if students can’t answer it)

  - Then teacher will make the classroom as a map by provide a large map for Europe and the New World (an Island in the Caribbean) and make children to play a role of discovering America by travelling from Europe to the New World. Students will imagine the class as a large world map. Teacher will put a map for Europe in the right side and map for America in the left side of the class. Also, teacher will provide each side with appropriate pictures for them, such as pictures for land, trees, and Native American for the New World side. Some pictures for small houses, harbor and European people for European side. Then teacher will divide the class into four groups. One group will be in the New World. The other three groups, each of them will have a sign for the name of the ship (The Nina, Pinta, and Santa Maria.) Students in a group will imagine that they are in
ships. Then they will move from Europe to the New World. The three groups will meet the group in the New World as Columbus does.

- Teacher explains to students that we celebrate Columbus Day to remember the day Columbus encountered the New World. It is Oct 12 every year.

<table>
<thead>
<tr>
<th>6. Lesson Closure</th>
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</thead>
<tbody>
<tr>
<td>- At the end of the lesson teacher will ask students to retell the story of how Columbus encountered the New World from the video.</td>
</tr>
<tr>
<td>- Teacher will give students a worksheet for world map. Ask students to draw Columbus’ route on the map from Spain to America.</td>
</tr>
<tr>
<td>- Students will fill KWL chart with what they learn from this lesson.</td>
</tr>
<tr>
<td>- (As an assignment) Teacher will ask student to use <a href="http://www.google.com/">http://www.google.com/</a> to looking about what Columbus do in the New World? Does he return to Spain? What he said to the queen?</td>
</tr>
<tr>
<td>- Students will search for the information for next lesson.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>7. Assessment</th>
</tr>
</thead>
<tbody>
<tr>
<td>- Students will retell the story how Columbus discovers America after watching the short video.</td>
</tr>
<tr>
<td>- Students will draw Columbus’ route on the worksheet map from Europe to America after doing classroom map activity.</td>
</tr>
<tr>
<td>- Students will use Story Bird website to complete the story of Columbus in their style after they learn this part.</td>
</tr>
</tbody>
</table>
Student name: ______________

* Draw on the map Columbus’ route to the New World.
Lesson 3/

<table>
<thead>
<tr>
<th>Indicator</th>
<th>Task Prompts</th>
</tr>
</thead>
<tbody>
<tr>
<td>GOAL:</td>
<td>1- What he found in the New World?</td>
</tr>
<tr>
<td></td>
<td>2- Who is the Native America?</td>
</tr>
<tr>
<td></td>
<td>3- How would you achieve your dream?</td>
</tr>
</tbody>
</table>

1. Standards Alignment

Content Standards:

CC.2.R.L.1

Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text.

CC.2.W.3

Write narratives in which they recount a well-elaborated event or short sequence of events, include details to describe actions, thoughts, and feelings, use temporal words to signal event order, and provide a sense of closure.

CC.2.SL.3

Ask and answer questions about what a speaker says in order to clarify comprehension, gather additional information, or deepen understanding of a topic or issue.

Social studies Standards

1.1 – Demonstrate an understanding of significant events and themes in United States history.

2.1 – Access and gather information from a variety of primary and secondary sources including electronic media (maps, charts, graphs, images, artifacts, recordings and text).

2.3 – Create various forms of written work (e.g. journal, essay, blog, Web page, brochure) to demonstrate an understanding of history and social studies issues.

2.5 – Create and present relevant social studies materials using both
print and electronic media (e.g. maps, charts, models, displays).

Students NETS:

2. Communication and Collaboration:
   1. Interact, collaborate, and publish with peers, experts, or others employing a variety of digital environments and media

   m. Communicate information and ideas effectively to multiple audiences using a variety of media and formats

Teacher NETS:

n. Design and Develop Digital Age Learning Experiences and Assessments Teachers design, develop, and evaluate authentic learning experiences and assessment incorporating contemporary tools and resources to maximize content learning in context and to develop the knowledge, skills, and attitudes identified in the NETS-S.
   a. Design or adapt relevant learning experiences that incorporate digital tools and resources to promote student learning and creativity

| 2. Lesson Objective | Students will be able to:
|                     | - Know about the New World and who is native America after the discussion question and teacher’s explanation and reading the book.
|                     | - Learn the story of discovering The New World after doing brochure.

| 3. Materials | - KWL chart
|              | - Brochure
|              | - (My First Biography: Christopher Columbus, by Marion Dane Bauer)
|              | - [http://www.theholidayzone.com/columbus/discuss.html](http://www.theholidayzone.com/columbus/discuss.html)

| 4. Lesson Initiation | - Teacher will start the lesson with the review for Columbus story by asking students to retell the story. |
5. Lesson Activities  | - Teacher will ask student about what Columbus do in the New World? Does he return to Spain? What he said to the queen? (Teacher will explain the answers for the discussion questions if students can’t answer it)  
| - Student will complete the reading (My First Biography: Christopher Columbus, by Marion Dane Bauer).  
| - Teacher will choose some discussion question from this website [http://www.theholidayzone.com/columbus/discuss.html](http://www.theholidayzone.com/columbus/discuss.html) and discuss it with the students.  
| - Students will learn how Columbus achieves his dream.  
| - Teacher will ask student (what is your dream? How would you achieve it?)

6. Lesson Closure  | - Students will fill KWL chart with what they learn from this lesson. Teacher will review KWL chart with student to be sure if the students have learn what they want from this unit.

7. Assessment  | - Students will make a brochure after the end of the lesson and learn the whole story of Columbus.  
| - Students will use Story Bird website to complete the story of Columbus in their style after they learn this part.  
| - Students will fill KWL chart with what they learn from this unit.
Appendix C: Kids and Using of Technology

Overview:

This is a research paper about how kids respond and interact with technology it has been done in EDU 511. The development of kids' brains depend on which particular technology they use and in what frequency thus evolving their brains very differently than their previous generations. Frequent use of internet and technology for kids helps improving their information processing ability at the expense of weakening of human interaction and social skill. In addition, playing video games and learning through animated movies improve kids' visual-spatial capabilities, increase the power of attention and reaction, and the ability to scan information. Overall, technology is making kids very different than their predecessors.
Kids and Using of Technology

Arwa Altraiqi

Edu 511

Learning and Teaching: Concept/Models
Toddlers are growing up in an era of computer and internet and are often seen confidently swiping screens and pressing buttons on smart phones to tablet computers. But the reality is that, technology impacts kids' brain development. It deeply influences kids' thinking ability, analyzing skills, and their ability to focus, process information, drawing conclusion, problem solving, and remembering/learning.

According to emerging research, technology can have both useful and detrimental effect on kids' thinking style. The development of kids' brains are now depend on which particular technology they use and in what frequency thus evolving their brains very differently than their previous generations. Frequent use of internet and technology for kids helps improving their information processing ability at the expense of weakening of human interaction and social skill. On the contrary, reading, a less frequent activity among present generations, needs uninterrupted attention, imaginative mind, and memory. The large amount of using Internet search encourages kids to remember where to find things rather than actually remembering the information and this is a kind of brain exercise. This enables kids to engage in more “higher-order” learning such as critical thinking, and problem solving. In addition, playing video games and learning through animated movies improve kids'
visual-spatial capabilities (especially peripheral vision), increase the power of attention and reaction, and the ability to scan information. Overall, technology is making kids very different than their predecessors.

Research from the University of Wisconsin, presented at a meeting of the Society for Research in Child Development found that children aged between two and three were more likely to respond to video screens that prompted children to touch them than to a video screen that requested no interaction. The more interactive the screen, the more real it was, and the more familiar it felt from a two-year-old's perspective, the study suggested. Heather Kirkorian, assistant professor in human development and family studies, carried out the research and says touch screens could hold educational chance for toddlers. She said "Kids who are interacting with the screen get better much faster, make fewer mistakes and learn faster.” She also maintains that good-quality programs and particular software can help children to develop learning skills.

21st century kids are heavily dependent on technology (T.V., Internet, video games, iPads, cell phones) for the majority of their play, which are not always harmful. Many video games encourage kids to communicate through their integrated social components and make them master is multi-tasking. Games have real-life applications, such as, some games require skills which lead to the increases of overall brain flexibility. Thus new technologies provide kids the opportunity to learn things
by involving them in the activities in which kids' feel interested. Through texting kids learn to maintain relationship with others and it enhances their social skills. Technology offers kids the opportunity for constant communication and make them more open-minded to new ideas. Sometimes technologies leave lasting impressions on the brain. For example, Mozart’s music encourages babies' brain development and offers an experience that uplifts mood temporarily/for short-term. Studies found that educational TV shows such as "Dora the Explorer," "Blue's Clues" and "Clifford the Big Red Dog" improved the vocabulary and language skills of kids aged between 9 months to 30 months.

On the other hand, using of appropriate technology into kids' classroom is an effective way to facilitate learning and to engage them into the content. In fact, video games can be used as a good learning tool. Certain games are helpful in stimulating math skills and many games have been proved effective in teaching important science concepts. Action games promotes attention skills and instant decision-making. School of One or New York City's Quest to Learn school, which are known as Experimental models of education, started using games to enhance an interactive learning experience in the classroom. Some softwares aid children who require special education to develop the skills they lack. Texting is used by many educators in class to find out students' understanding of the subject.
A study about the Impact of technology on children’s developmental areas shows that technology can have great impact on kids because on preschool the development is very fast and the effective learning for kids are games, so it is important to have different resources use with technological products in order to enhance children’s learning environments. Also, the use of technology has great contributions on children’s developmental area. In addition, the terms of cognitive development enables children to learn various concepts, realize different characteristics, understand piece-whole relationship, and develop mental processes.

Moreover, Technology can gives teachers an especially role to play in technological advancements, as integrating technology in the classroom can be both a learning tool for students and a teaching tool for the instructor. Kids seem to be adapting to the rapid advancements in technology better than many adults, and they actually embrace it. For this reason, incorporating technology in the classroom is a great way to increase a child’s interest in learning. There are many different ways that teacher can integrate technology in the classroom; such as using smart board instead of white board will increase student attention. Using Internet and computer will enhance students thinking and exploring ideas. Also, using ipads will improve students’ skills and creativity. In addition, teacher can use new method in teaching by using technology. A research shows the traditional methods of teaching no longer capture students’ interesting. As a result, the use technology can help teachers to have different learning styles that help in differentiation between students. Also, students
reach higher level of motivation and engagement when they use technology, so it improves students’ achievement. In the last couple years, technology becomes essential part in learning process. It improves the education process and help teachers to explain the lesson in an interesting way.

In conclusion, interactive nature of screens can be useful to learning since it appears more real and familiar to toddlers and activity can be repeated. Visual representation help maintaining the concentration of young children. Modern technologies are very powerful tool for learning if can be used wisely but not always and kids must explore real-life and real people instead of being only in the virtual world to truly gain from available technologies.
Reference:


Appendix D: Professional Reading Project
Technology in the Classroom

Overview:

Professional Reading Project is a collection of five journal articles has been done in EDU 511. The articles are about how we can integrate technology in the classroom. In this project, I was asked to summarize each article and relate it to my own experience. Some articles show the experience of some schools by integrating technology and using some apps. Another article discusses how we introduce technology to children in preschool. It explains the importance of using the technology to improve the quality of education in order to support children from earlier age. Another article talks about how to engage students with technology in the classroom by using different types of Web 2.0’s application to create multimedia projects, hold online discussions, and collaboratively edit student work.
Professional Reading Project
Technology in the Classroom

Arwa Altraiqi

Edu 511
Learning and Teaching: Concept/Models
The (kids 2 kids connections, How to use technology to connect your students to a larger world) article is about how to engage students with technology in the classroom by using different types of Web 2.0’s application to create multimedia projects, hold online discussions, and collaboratively edit student work.

It highlight on different schools in using technology. In Mineola elementary schools in New York, they use ipad daily in the classroom, which I think it is a great experience to involve students to use it. Also, at Red Hill Elementary School in North Garden, Virginia, teachers introduced the classroom communications tool Edmodo to their third graders. Its look like Facebook tool, that they can put pictures and comments in safe environment. In the same school and same class, teacher set up a Twitter account for the class to allow student to communicate. I think it is a new technology communicating experience for students at this age. Also, I can see students at this age in these days like to have chat programs to communicate with their friend. As my brother in third grad, he has different kind of communicating program to communicate with his friend and with my son and me. He use Tango and Skype to calling me video and he uses Whatsapp program for chatting. So, it is great for those kids to know how to use technology and communicating.

On the other hand, teachers at St. Marys Primary and St. Marys Intermediate, on
Dayton, Ohio, have been using smartphones for instruction in grades three through six. They use it in writing class and to create math problem and solve it. Kyle teacher said “Our students went to a history museum, took pictures with their smartphones, imported them into Sketchy, wrote about what they had seen, and uploaded them to the GoKnow! servers so everyone back at school could view their projects even before they got back.” So, I think it is a new style in learning and sharing experience of visiting museum with others.

In this article (A Second Look at Mobile Technology in the Classroom: Don’t Ban It. Use It!) the writer focuses on some software applications (apps), such as Socrative and Edmodo. They are looking for the rating of each app according to: appearance, daily setup, ease of use, educational benefits, quizzes format and grading, registration, speed, etc. The article has a research on smartphones teaching; they found that smartphones become popular and offered a lot in teaching. “Mobile learning has been adopted by a large number of schools and universities throughout the world” (Chao, 2011, p. 8). So, I think many schools use it because they found its benefit in teaching process and student are enjoy in using it “Retention and achievement, student enjoyment and engagement with learning” Becta (2010). I think with smartphones we can do a lot in our class we can searching and using apps.

For Socrative app, it is free app that allows teacher to have an account and create a room for students and post questions, quizzes, or games, so students can access the room and answer them. Also, if teacher wants to give students an exit ticket and she doesn’t have time in class, so she can use this app. Teacher and student access the app
from anywhere, and any device. In the article the writer rate this app 4.5 out of 5. The advantages of this app are the menus are easy to scan, doesn’t required daily scan, automatically can grad quiz questions, and no registration is required for students. On the other hand, Socrative lacks the flexibility to modify the app to suit specific needs. For me, I think it is a great app that I can use it with my students to post a check for understanding questions after the class.

For Edmodo app, it is a comprehensive educational tool similar to Facebook, which help teacher to encourage students to work in groups and shows what each one in the group do. It provides classes and institutes with an online way to communicate, post pictures and notes with comments, assign and turn in homework, and give automatically graded and timed quizzes. The advantages of this program are offers teachers and institute a secure environment to interact with students, quizzes are automatically graded, and there are no advertisements. While, the disadvantage of this app that in the mobile app quizzes cannot be created, monitored, or graded, but teachers can do these on a computer. For me, I think I’ll use this app with my students to communicate and post quizzes and homework.

In this article *(Integrating Technology into the Classroom: How Does It Impact Student Achievement?)*, the writer focuses in the important of applying standards in order to integrate technology into the classroom and using new method of teaching rather than traditional because student no longer interested on it. Each schools looking to be successful and professional. “The main goal of NCLB is provide all of America’s children a high-quality education, where they can, at minimum reach
proficiency on state standards-based assessments.” I think the good quality of education that the students received the great achievement we can see.

A research shows that the traditional methods of teaching no longer capture students’ interesting. As a result, the use technology can help teachers to have different learning styles that help in differentiation between students. I agree with that, as a teacher I can use different tools in class to help individual students to understand. I can use a reading articles and discussion for some students, while I can show a video to help other students to understand. Also, I can use different types of apps to check for understanding, quizzes and discussions.

There are new technologies tools especially for students and learning. Schools and teachers should be familiar with the relevant tools for students’ learning. A research suggests that the most important way to enhance students to learn is by use educational technology. Also, students reach higher level of motivation and engagement when they use technology, so it improves students’ achievement. In the last couple years, technology becomes essential part in learning process. Also, the teaching methods of the lesson have been changed. The more advanced technology provides both structure and clarification of materials to a lesson and these are important to the learning process (D’Angelo & Wooley, 2007, p. 467). Districts start to spend a lot of money in technology than past because they know how it impact on students’ achievement.

Since the incorporation of technology depends primarily on the ability of the teachers so, it is good for schools to have a trained program for teachers to know of how
to employ technology in education process. Teachers play important role in the increase and use of technology in education. The success of any technological program depends on the teachers’ ability to motivate and incorporate their students to use technology.

The *technology integration, what happens now?* article is about a research has been done by a staff members of the Advanced Learning Technologies project at the University of Kansas Center on Learning discuss resources. This article offers a sampling of some of the great resources for integrating technology into the classroom. Some of them are resources related to teaching and learning, and others related to planning and evaluation.

There are some examples of teaching and learning resources, for example: (4Teachers.org). It is a website that helps teachers to integrating technology into the classroom by offering free online tools and resources. From my experience, I like this website because I use this website when I want to integrate technology in my lesson. Also, it helps me with assistive technology tool for special needs students. Other resources mentioned in the article are (Center for Classroom Teaching and Learning) which offers resources and services that help educators develop schools and successful students, (Teacher’s Technology Handbook) which provide teachers with best resources in lesson plans, lesson ideas, and technology tips into one place, and (Using Technology to Support Diverse Learners) website which focus on how technology in the classroom or school can support good instruction and differentiated instruction used by teachers.

The other examples of Planning and Evaluation Resources are (EdTech Leaders
Learning Theory

Online) which designed to provide effective online learning programs for teachers, administrators, and students, (Schools Moving Up) which, provides profiles of schools across the country that are finding ways to make the changes needed to improve student achievement, and (enGauge: A Framework for Effective Technology Use) which help districts and schools plan and evaluate the system-wide use of educational technology. From all resources we can find how the impact of technology on students improvement and achievements by integrating technology into classroom. Also, we can find how using technology has changed the classroom teaching methods. From my experience I find the using of technology has great impact and improvement in students understanding and in differentiation instruction. I can use different technology tools in the classroom, which help me in differentiations.

This article (Using Technology in Pre-school Education) is about how we introduced children to technology from pre-school. It explains the importance of using a technology in improve the quality of education to support children from earlier age. There is a study shows that technology can have great impact on kids because on preschool the development is very fast and the effective learning for kids are games, so it is important to have different resources use with technological products in order to enhance children’s learning environments. Also, the use of technology has great contributions on children’s developmental area. In addition, the terms of cognitive development enables children to learn various concepts, realize different characteristics, understand piece-whole relationship, and develop mental processes.

Moreover, using of technological products should be guided by teacher in
preschool. Teacher can work with students individually or divided them in groups, so kids start to gain experience with technology tools such as computer by teachers’ guidance. Also, the using of Internet gives children various educational opportunities. The using of Internet can provide children with knowledge and skills. There are some website are especially for kids in preschool, so it will help them. Also, the projector can be used for activity prepaid on computer or to show children some videos. Besides using projector and Internet, teachers can use TV to show them educational programs, and it can enrich the free time by watching science and creative drama. From my experience I find my nephew in preschool she learning a lot from TV. She is interested in watching TV and playing on ipad. Her mother put for her educational apps for learning Arabic letters and words as a games and she was so excellent on learning them quickly. Also, she know how to use ipad, she call me video by Tango app to talk with me and see my baby but she call me in wrong time at midnight when I was sleep because she doesn’t know that there is a different on times between countries.
References:


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OPX8Yzh5eyGuePfgeyx44Dt6fIA


Appendix E: Classroom Observation

Overview:

Classroom observation is a project has been done in EDU 582. The observation has been done in computer lap class for second grade in social studies class at McKinley School. In this project, I have to focus on two students with special needs and one without during the observation. The purpose of this experience is to observe how teacher work to support both students with and without disabilities. Both students have difficulty of understanding, so they need more explanations to understand. I compared how teacher and the assistance teachers interact with the students. Also, how instructions are different and same. In addition, types of modifications and accommodations are used during the lesson.
# Classroom Observation #

**Name:** Arwa Altraiqi  
**School:** McKinley School  
**Date:** Nov/9/2013  
**Grade level:** 2nd grade

**Classroom details (co-taught, self-contained, inclusion):**
- computer lab class with two assistance teachers

**Number of total students in the class:** 21  
**Number of students with disabilities:** 2

**Number of teachers in the room:** 3  
**Number of paraprofessionals in the room:** 0

Choose two students with special needs and one without to focus on during the observation.

<table>
<thead>
<tr>
<th>Type of Disability</th>
<th>Student A</th>
<th>Student B</th>
<th>Regular education student</th>
</tr>
</thead>
<tbody>
<tr>
<td>Difficulty of understanding. He needs more explanations to understand</td>
<td>Difficulty of understanding. He needs more explanations to understand</td>
<td>No disability</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Where is the student seated?</th>
<th>In the left of commuter lap class</th>
<th>In the right of commuter lap class</th>
<th>In the left of commuter lap class</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>Is there a teacher or para seated near or with student?</th>
<th>No</th>
<th>No</th>
<th>No</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>How does the special education teacher interact with the student?</th>
<th>No special education teacher in this class, but she comes in reading and math class.</th>
<th>No special education teacher in this class, but she comes in reading and math class.</th>
<th>No special education teacher in this class.</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>How does the regular education teacher interact with the student?</th>
<th>She helps him to login in his computer many times. So, she helps him to write his name and password. Also, she explains to him many times how to build the city, and what is the different between the city and town. She is interacting with him by speaking and encouraging him to build the city.</th>
<th>She helps him to login in his computer one time. Also, she explains to him two times how to build the city, and what is the different between the city and town. Also, she is interacting with him by speaking and encouraging him to build the city.</th>
<th>She comes to her when she posts the red card, to answer her questions. She encourages her because she doesn’t ask many question and she finish build the town quickly.</th>
</tr>
</thead>
</table>

| How does the para interact with the student? | There is no para in the class, but there are two assistance teachers that help the teacher in the computer lap class. So, they help all students to answer their questions when they posting the red card. They explain to them how to build the city and town. | | |
|--------------------------------------------------|---------------------------------------------------------------|---------------------------|

| How is the instruction different for the | He has a difficulty to login in his computer. So, the teacher explains to | He doesn’t have difficulty login. She helps him to login in his computer one time. | She doesn’t gives her a lot of instruction because I think she understand and it |
|----------------------------------------|-----------------------------------------------------------------|---------------------------|

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82
<table>
<thead>
<tr>
<th>Learning Theory</th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>individual students?</td>
<td>him how he writes his name and password several times. She gives him the instruction to log in but he doesn’t enter the letters correct. She goes and comes several times with more explanations at the end she log in for him. Also, she explains for him different between city and town by giving him more examples.</td>
<td>easy for her. She build the town exactly and quickly.</td>
</tr>
<tr>
<td>How is the instruction the same for the individual students?</td>
<td>The instruction is same when the teacher asked them to post the red card in the front of the monitor if they have any question, so when the teacher or the assistance teachers see it they come. So, this is a great instruction which help to keep the class quite without noisy by raising hands and asking questions.</td>
<td></td>
</tr>
<tr>
<td>How is the curriculum the same for the individual students?</td>
<td>All the students have to build town or city, each student build what he likes. So, each student can build a city as New York or town as Fairfield.</td>
<td></td>
</tr>
<tr>
<td>How is the curriculum different for the individual students?</td>
<td>I think it has to have more examples, video, and pictures that it help these students who has difficulty in understanding and regular students to understand by different way.</td>
<td></td>
</tr>
<tr>
<td>What types of accommodations are used during the observation?</td>
<td>Teacher try to set near him and comes many time to check that he is building the city correctly.</td>
<td>No accommodation used.</td>
</tr>
<tr>
<td>What types of modifications are used during the observation?</td>
<td>The teacher doesn’t ask him to build the city perfectly. So, I think the student missed something, but she try to give him less skills.</td>
<td>No modifications, but when she finish early, teacher gives her a chance to draw in the Painter.</td>
</tr>
<tr>
<td>What changes need to be made? How could the instruction change to support the individual students?</td>
<td>I think teacher has to set with him and explain the lesson for him loudly and slowly and divided it to 3 parts. So, when he done with the first part she can explain the second, then</td>
<td>I think the instructions were clear for regular students. Each of them can ask question if he doesn’t understand.</td>
</tr>
</tbody>
</table>
the third. So, by this way student can achieve the goal of the lesson. She explains the lesson then asks the students to start. So, he was confused and spent a lot of time in build a city. I see him put animals in the street and town home and every thing. He mixed the town with the city because he is confused. She comes several time explain for him, but I think he is still confused. At the end of the lesson she set with him and explain that we can’t see animals in New York, but we can see it in the farm, so he understand and complete it.

<table>
<thead>
<tr>
<th>Learning Theory</th>
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<tbody>
<tr>
<td>the town.</td>
</tr>
</tbody>
</table>

The observation has been done in computer lap class for second grade in social studies class. In the class, there are 21 students, 11 boys and 10 girls. There are 3 ELL students from other countries (Egypt, Pakistan and Syria). Also, there are two special needs students. They have specific learning disability, the have difficulty with understanding. So, they don’t need an IEP, but they need to have special education teacher to help them in reading and math class.

The lesson is about the rural, suburban, and urban. So, the teacher explains for the students the different between them then she asked each one to choose to build a city or town.
In computer lap class, teacher work with two aids teachers. Students work individually, each one in his computer and if any one needs assistance he can post a red question mark card on the top of the monitor, so teachers can see it to help him. Also, the student who finishes his work on computer he can work in the painter. I like this classroom strategies and rule on posting a card instead of student raise his hand for long time or making a noise when he calling a teacher for assistance.

At the first time of the class, students start log in their computers. So, teachers help them to log in. but the student A has difficulty to login in his computer. So, the teacher explains to him how he writes his name and password several times. Also, the both teachers try to explain how to log in. The teacher gives him the instruction to log in but he doesn’t enter the letters correct. She goes and comes several times with more explanations at the end she log in for him.

After the teacher log in for him, she asked him to start build his city. He starts put every thing, such as buildings, food, animals, buses, cars, and houses. So, he mixed the community of city and town. I think he is confused and doesn’t understand the differentiation between them. Also, he is playing in his chair and looks for his other friends’ monitor, so the teacher asked him to work. Then, she comes several time explain for him, but I think he is still confused. At the end of the lesson she set with him and explain that we can’t see animals in New York, but we can see it in the farm. She explains for him and for student B the different between rural, suburban, and urban, because student B is confused too, he asked her several time but I can’t hear him. Then they understand and complete it but with less skill (organization) than others. Other regular students in the class posting the red card and asking questions for the teacher, like
can we put that or not. Student C I think is smart. She has done the town quickly without many questions. Each who finishes building his community, teacher prints it for him. Then he can start using the Painter.

On the other hand, there is a good example of classroom management techniques, when the student finish the computer lap class they lined up and walk with the teacher to class instead of running on hallway, so they go together without making any noise for other classes and being safe. Also, the positive language the teacher used with student who is moving and making a noise in the line. She speaks with him in positive language “be quite” instead of saying “don’t talk”, the student listen to her immediately. Moreover, each student has his own folder to put important papers, and each student can answer the question in any place he like in the class on table, carpet or any where.

For the disability, the two students have same disability. They have difficulty on learning and understanding. They don’t need an IEP or service, but they need some accommodations for them, such divided the lesson to 3 or 4 parts, speaking slowly to them, and set near teacher in the class. Because they have difficulty understanding, they need more explanations, clarifications, examples, and they need to work with special education teacher in math and reading class too. Also, I think the accommodations that have been used by teacher are good. She sets near them, explain for them, and she also, doesn’t ask them to build the community perfectly as other.

On the other hand, the other students in the class have built the community with fewer questions. The three teachers in the class trying help them if they have difficulty and when they done, they print it and put it in their folder.
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Appendix F: Annotated web-ography

Overview:

In this project, I have to create an annotated bibliography of Internet and other resources related to each unit in the course. The bibliography is a list of 35 websites for the four units. The listing will include the URL, the appropriate citation and a brief description of the site. The topics of the units are: unit 1: Neurodiversity and IDEA, unit 2: Assistive Technology, unit 3: Assistive Technology Team, unit 4: The Classroom.
Annotated web-liography

Unit 1 Neurodiversity & IDEA:

   http://idea.ed.gov/
   The website is about (The Individuals with Disabilities Education Act (IDEA)) and it works under the US Department of Education, so it is part of it. It concentrates on special education and it has great resources related to IDEA and its implementing regulations.

2- IDEA Public Schools.
   http://www.ideapublicschools.org/
   It is a beneficial website that focuses on IDEA Public Schools in Rio Grande Valley, Austin and San Antonio. Its job is to take care of IDEA students to help them to be successful and ready for colleges and it is a non-profit organization.

3- International IDEA.
   http://www.idea.int/
   This website is an intergovernmental organization that supports sustainable democracy worldwide. It has a useful database and networks from worldwide with different publications of books in different languages.

4- Neurodiversity.
   http://www.neurodiversity.com/main.html
   This website has many news, opinion, letters, announcements and readings. The links are provided in a list in one page. I found it a little boring that it does not have any pictures. It also includes a list of autism books with a brief description that might help as a resource.

5- The National Dissemination Center for Children with Disabilities.
   http://nichcy.org/
   This is a great website which is looking in disability area and education act. It has many information and resources on disabilities in children and youth for many decades.

6- National service-Learning Clearinghouse
   http://www.servicelearning.org/topic/demographics-settings/special-education
   This website supports the service-learning community in higher education, kindergarten through grade twelve, community-based organizations, tribal programs, and all others interested in strengthening schools and communities using service-learning. It contains very useful links of resources.

7- Kids Together.
   http://www.kidstogether.org/
This webpage has useful information and resources for children and adults with disabilities. It includes information about rights and regulations for special needs, IDEA, IEPs, and assistive technology. It also has discussion forums, groups and blogs.

8- Awesome Library
http://www.awesomelibrary.org/Library/Special_Education/Special_Education.html
This website is a library which includes a side for special education. It has resources and materials and it has 14 categories of IDEA such as autism, hearing impairments, learning disability, deafness, and etc.

Unit 2 Assistive Technology:

1- Wisconsin Assistive Technology Initiative.
http://www.wati.org/index.php
It is a very useful website. It includes a library for Assistive Technology Lending Center and AAC devices for communication disorder. It contains free publications on Pdf, and also classroom materials from early childhood to young children. Moreover, it provides different resources for different AT Centers in different places.

2- AT Network (Assistive Technology Tools for living)
http://www.atnet.org/
It is a good website that explains Federal AT Laws and State Laws, so everyone can know the roles. Many information are provided in English and Spanish which is not usually available in other websites. Also, it includes the way of using disability devices in the correct way. It also contains AT news, AT Network trainings and some events.

3- Assistive, Inclusive & Learning Technologies.
http://www.turningpointtechnology.com/index.asp
This website is very useful that it offers different types of assistive technologies, which can be bought, for preschool, elementary, secondary and special needs people. It includes different Books, software, and manipulative on a range of subjects. It also contains a description of how to use the device.

4- Microsoft Accessibility.
http://www.microsoft.com/enable/at/matvplist.aspx
It is a Microsoft website to enable all people around the world in different ages to use it. It contains different types of assistive technology products for windows. I think it is good resources for windows programs for special needs people.
5- American Speech-Language-Hearing Association  
http://www.asha.org/public/hearing/treatment/assist_tech.htm
This website is about hearing assistive technology system. Also, it is about hearing loss problem and how to test it and the treatment. It includes also good sources of assistive technology for hearing problem.

6- Assistive Technology Devices: Learning Sight & Sound made Easier.  
http://www.lssproducts.com/
It sells different types of assistive technology devices and includes a description of how to use each device in video shows so that it makes the products very clear in term of the using them.

7- Education Tech Point.  
http://www.educationtechpoints.org/trainings/assistive-technology-classes
It has assistive technology training classes for young children, AT team, parents, etc. Each class has a brief description for what it is about and how long it is, but it does not offer any calendar for the classes’ time. It also offers some materials that you can buy.

8- Special Education Technology British Colombia.  
http://www.setbc.org/
This website is designed to assist school districts in British Columbia in meeting the technology needs of students with physical disabilities and visual impairments. It is a good source for British Colombia schools in Canada.

9- North Dakota Interagency program for Assistive Technology  
http://ndipat.org/
It is a good website provided with links and sources about assistive technology. It also includes services, funding and blog.

10- Tobii.  
It sells assistive technology devices & solutions for disable people. It has a video tutorial for each product that explains how to use it. It has stories about some people who bought and used the devices and solutions, which is something I like that I have not found it in other websites that I have visited so far.

11- Family Guide to Assistive Technology.  
http://www.pluk.org/AT1.html
This website has a family guide to assistive technology. It is published by Parents and The Federation for Children with Special Needs. It contains good examples of case
studies and solutions. It also provides sample letters in asking for assistive technology help.

Unit 3 Assistive Technology Team:

1- Chapel Hill - Carrboro City Schools.  
http://www.chccs.k12.nc.us/group_profile_view.aspx?id=ba58d7bf-4905-4f30-9783-c450f3bc8e18
The website is for Chapel Hill - Carrboro City Schools and it is about how the role of assistive technology team in the school can be. It is a good website that it shares some of the information of the team in the schools. It includes their mission, evaluations and very different resources and apps for assistive technology.

2- Orange County Public Schools.  
https://www.ocps.net/CS/ESE/SUPPORT/AT/Pages/default.aspx
This website is about assistive technology team in Orange County Public Schools. It contains some information about some forms and workshops for the schools. However, it doesn’t have enough information about what the role is and also there is no resources in the website.

3- Kalamazoo Regional Education Service Agency.  
http://www.kresa.org/Page/531
This website is about assistive technology team in Kalamazoo RESA. It has very organized information such as charts, forms, library, and different resources. I like what it has; it provides the names of AT team members and their roles.

4- Division of Special Education.  
http://sped.lausd.net/instruction/assistive-technology
Division of Special Education is in Los Anglos schools. The website concentration is in special education in schools. It concerns about taking care of special need students and working with their families. It provides some information for assistive technology team and its roles but they it doesn’t provide forms or resources.

5- Connecticut State Department of Education.  
It is a Connecticut education assistive technology guideline. It shows the roles of assistive technology team in schools. It has brief information for AT team in schools.

6- Special Education District of Lake County  
http://www.sedol.us/related-services/assistant-tech-team/
The website is about AT team in District of Lake County. It is a very good assistive technology for the team. It shows the law, roles, services, and resources.
7- Assistive Technology Teams: Many Way to Do It Well
The National Assistive Technology in Education (NATE) has a useful manual about assistive technology teams in terms of its role in the school, challenges, strengths, type of services, and how to develop the teams.

Unit 4 The Classroom:

1- http://atto.buffalo.edu/registered/ATBasics/Foundation/intro/
It is a good website, which is about how to applied assistive technology in the classroom that has IDEA students and integrate AT into IEP. It includes AT basics in schools, tutorials and resources. It also has examples of access technologies and adaptive technologies.

2- Family Center on Technology and Disability.
http://www.fctd.info/resources/AT_IEP.php
This website is funded by the U.S. Department of Education's Office of Special Education Programs. It provides a wide range of resources about assistive technologies. It contains the fact sheets and some training materials about how to use assistive technology with IEP. It is a good website that it has different information about assistive technology glossary, laws and solutions.

3- My Child without limits.
My Child without limits is concentrating in the child’s development and disability. It has an explanation of each disability problem and also plans to support disabilities children by using assistive technologies. It has good information about the usage and the process of some assistive technologies in schools.

4- Assistive Technology partnership.
http://www.atp.ne.gov/techassistdoc.html
Assistive Technology Education is a guide for the delivery of Assistive Technology services for students with disabilities. It includes planning for assistive technology and assessment. However, it doesn’t provide pictures or other sources.

5- Individual Education Samples
This website has different samples of different IEP for different grades. It is very good source for IEP samples to be read and reviewed.
6- Ontario, Canada – effective IEPs
   It has some samples of IEP, which are very clear, but they don’t offer many samples.

7- St. Clair County RESA.
   http://www.sccresa.org/toolsforschools/ipads/assistive-technology-ipad-apps/
   This website concentrates on Education and using of technology. It contains a lot of resources of education and organizations. It has great resources of assistive technology applications for iPad. It is very good apps that can help teachers to use with special needs students.

8- Assistive Technology [for LD students]
   http://www.ncld.org/students-disabilities/assistive-technology-education
   This website includes many links that have information about some apps for special needs. It has a brief description for each app and name of similar apps, which I like it.

9- Autism Community
   http://www.autism-community.com/education/assistive-technology/
   This website is about assistive technology for autism. It includes very useful links and sources for assistive technology tools that can help autistic student in writing, reading, communication, learning and activities.