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METC Train the Trainer: Updates in Educational Technology: Home

The Title Three Train the Trainer Professional Development Libguide for the February 2020 METC

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What is the METC

A resource of **EducationPlus**, a non-profit education service agency, the Midwest Education Technology Community (METC) is the educational technology program and a premier affiliate of the **International Society for Technology in Education**. METC is dedicated to assisting the education community through support and leadership in the effective use of educational technology.



- METC Conference Program Website
Three days of hands-on workshops, breakout sessions by local educators, TED-style Talks from national thought leaders, Poster Sessions, Playkerspace and more than 50 exhibitors!

The METC Program Grid

- Program Grid
The grid displaying all the breakout sessions, keynote sessions, etc.

@ and

Facebook, Instagram, or Twitter: @METCedplus

Active Hashtag: #METC20

Hilton Embassy Suites at St. Charles

- Embassy Suites St. Charles
Embassy Suites St. Louis St. Charles, MO hotel offers space and a quality touch. Located just one mile from the Main Street of historic St. Charles, the hotel provides a great base for visitors to St. Louis to explore nearby casinos and shopping, only 20 miles away. Travel to Lambert-St. Louis International Airport from our hotel in just ten minutes.

The hotel is connected to the St. Charles Convention Center, offering an ideal accommodation when attending events.

Media Center & Emerging Technologies Coordinator / Academic Librarian



Katrina Blau

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Day 1

Keynote as an creative instruction tool

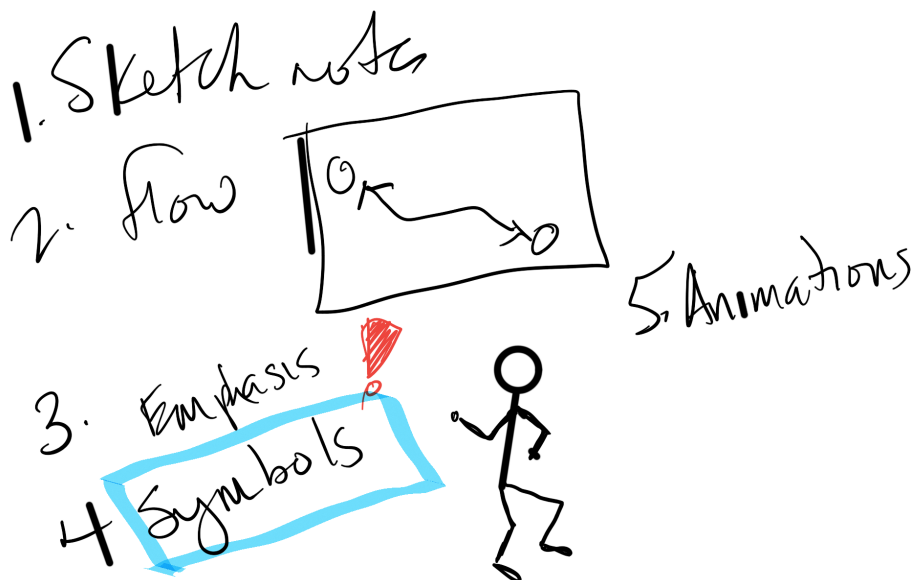
Creativity in Learning

Influences Toward Tech

Learning from iPads; It's Personal

Hyperdrive

This was a very hands on presentation and so there weren't a lot of actual notes, so much as an experiential demonstration about the use of keynote in instruction. Dr. Cohen described keynotes as being more like sketchnotes and a great animation tool. He said it had five main attributes and uses that commended it to practical and creative instruction:




He then proceeded to demonstrate that keynote's versatility and those of us who had some form of iTech followed along.

I've linked the results below.


Keynote animation allows you to interactive, attractive animation and is simple to use. You can take objects and create paths from point a to b and keynote allows you to create meaningful path transitions or establish interesting effects. Inside keynote there is a menu that grants access to a simple but versatile library of objects that can be animated. It also allows one to sketch in a drawing and it will animate the effect of that drawing. (Very cool!!) It is also a simple image editing tool, allowing one to layer masks on objects, or to split apart complex simplified images for effect. Want to take apart a visual image of a car to demonstrate what each part is, it can be done.

Of course, the more one practices with keynote, the easier it gets.

Keynote Presentation (Animation Exercise)

-  Keynote presentation (animation)
The results of the keynote training saved as a powerpoint

Keynote presentation (animation exercise)

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Sir Ken Robison Talk 1

Do schools kill creativity? | Si...

**Sir Ken Robinson Talk 2**

Do schools kill creativity? | Si... 



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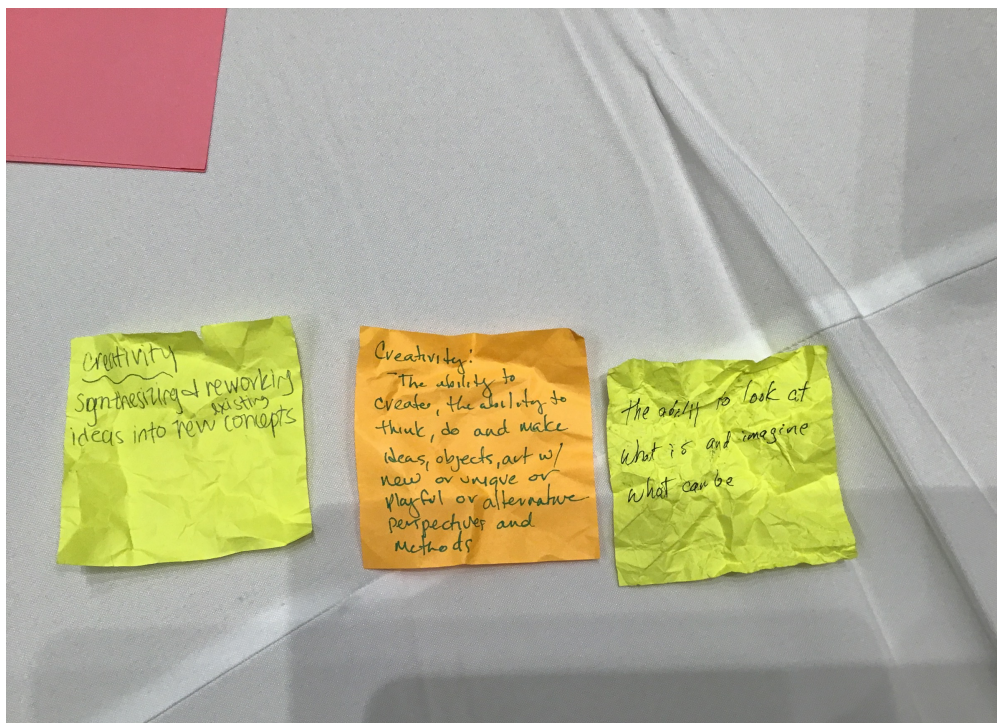
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Day 1

[Keynote as a creative instruction tool](#)[Creativity in Learning](#)[Influences Toward Tech](#)[Learning from iPads; It's Personal](#)[Hyperdrive](#)

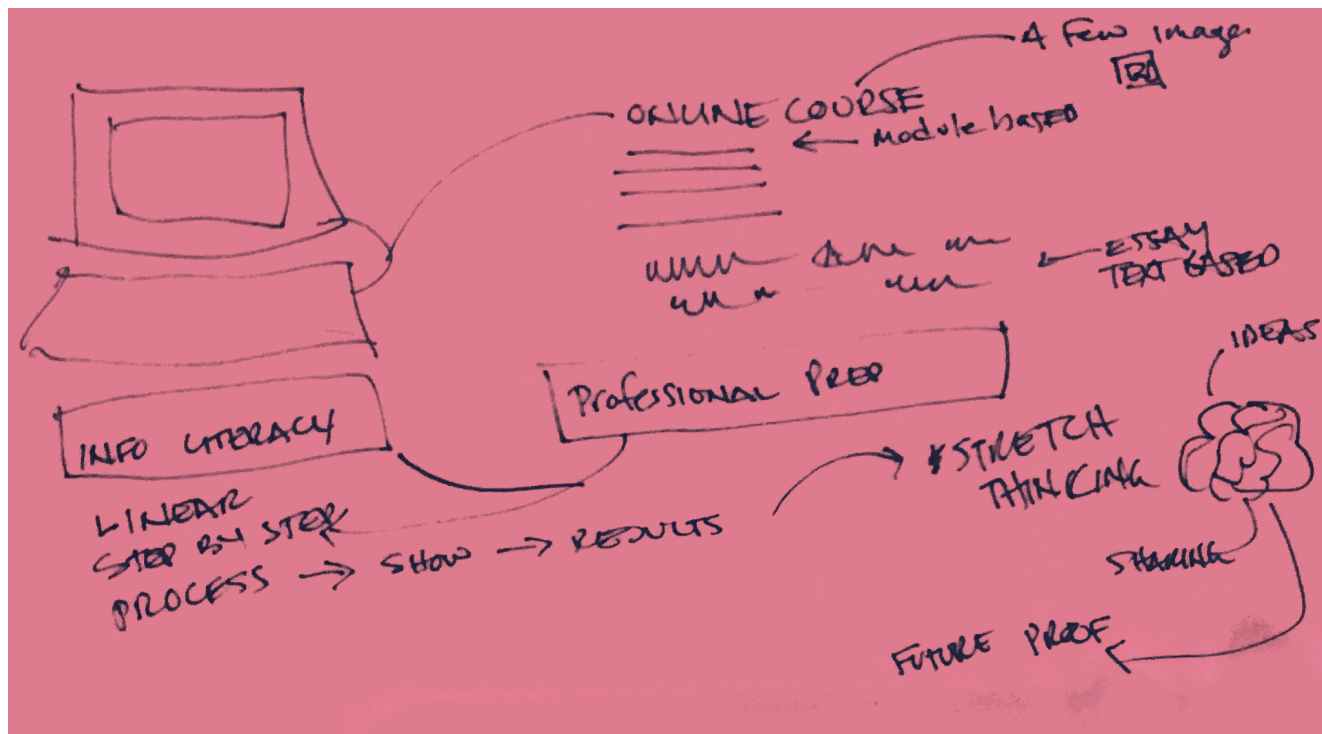
One of the things I most immediately noticed was that *everyone* had some sort of computing device, whether it was a tablet, phone or actual laptop. If someone wasn't using it, it was just because they'd set it down for a little while.

This workshop was about how creativity and learning mesh. Like the previous session, this one was fairly hands on. The first exercise involved taking post it notes, writing what how we defined creativity and then tossing them about the room at each other as if we were in a snowball fight. Somehow mine ended back up at our table. But others allowed me to share theirs in this photo:



Guess which one is mine. Naturally, if someone tells me to define something, I'm going to attempt to really define it...

He then talked a bit about how we tend to box things in to particular processes and methods, but that we all had these common ideas about creativity could be about. He asked us to think about the status of creativity in our instruction/courses. He put no limit on how this was expressed except for using the paper and pens provided. Some people just folded theirs in half, some in squares, some drew on them or wrote big fluffy words on them. Me, I did this:



Oddly though, it really helped, because I realized yeah, creativity in an online course was happening - especially in our LS 101 courses. Because we were essentially helping our kinds find a creative "reference" path that would allow our college students to think both critically and creatively, mainly because - while we taught them the path, we also gave them the freedom of choice on that path. So... there was that.

He then shared a Ted Talk, or rather part of one, the emphasis of which was the importance of breaking past the rigidity of educational practice that we tend to use today.

Because I wasn't sure which Sir Ken Robinson talk it was, I'm just linking both below on the Day 1 Page. They're both worth watching.

He then talked about how the educational system is designed to push the box, but that creativity that expanded or even broke through the box was important. He mentioned that creativity can be uncomfortable, but we still have to find ways to incorporate it into our courses. Why because it would build and affect and create authentic audiences. Why do we need authentic audiences? Because that leads to authentic content.

He then said that the goal was to tap into original thoughts, while showing real world applications. This could be done in a myriad of ways, including: videos, student PSA, vlogs, news project proposals, and so on.

He mentioned that there were plenty of tools that could be used, and that video editing had become "super easy," in some ways. After all, everyone can do it from a phone. He listed out a few tools:

- Screencastify
- wevideo

For podcasts and videos, he listed out:

- digmixer
- YouTube audio library
- free sound
- audio converter
- vocaroo


Graphics

- book creator
- Canva
- google drawings


Then he pointed out that without hosting sites, one couldn't share one's work. So he provided a few options:

- google sites
- blogger
- word press
- weebly
- edublogs
- podbean
- anchor

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Hyperdrive

Companies are moving to bring technology experiences to the kids early. They want them working with computer science, not just to inform them, but to educating young people into moving from consuming to creation. Why? Because the future is coming and it heavily involves technology - from robotics, to coding, to new industry and the companies and schools want to get ahead of and onto that big wave that is coming.

So we need interest in order to be motivated and we need this interest to be facilitated for everyone, girls, boys, etc. One way to do that is through creation of content, such as personal video reflections. The process is this:

- Have an idea or plan to share something they've learned in the class (say they're building a robot, what did they learn?)
- Create a Script
- Practice
- Shoot the Video
- Edit the Video
- Share it


This gives students agency and meaningful work. It also validates and documents what you are doing. It is not about reinventing the wheel. But instructors do need to think: How can I do this so it puts students in charge of their learning?

It's all in the experience.


Things that can be done?

- Students share things they enjoy on school news, utilizing resources you have. Their own their own tools: phones, tablets, etc.
- Integrate the code hour, where students and instructors code for an hour on a single day.
- Create collaborative stories.
- Build something bigger.
- Encourage and help accountability. Tell stories.
- Meet a stem person like speed dating, talk about a job, career, etc in stem.
- Go to the Corp and business and see if they can come in.
- Virtual field trips.

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Hands on Session - Using iPads as an instructional tool.

iPads are Mobile, interactive, and engaging. Students start managing their own learning if given the opportunity to make good choices. They can be trusted to go out of the classroom and return once they've gotten their resource. iPads can give a personalized journey into learning.

Paired items: iPads & Headphones, iPads & iPens

iPad comes with loads of software, such as Notes.

How to use the iPen properly: Rest your palm on the screen. The iPad is designed to ignore the palm movement while you have your pen in contact with the screen. You can use pressure and vary strokes using the iPen. The tip of the pencil will be recognized once paired properly via bluetooth.

Notes comes with various drawing tools, including pencil, marker (highlighter), pen, eraser, lasso and ruler. You can use any color, can undo mistakes. You can draw, take notes differently.

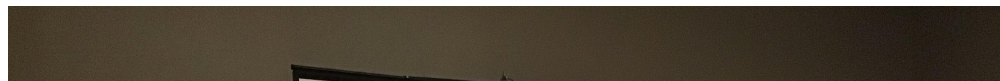
Safari

With Safari you can personalize the experience, set up the reader to get past the advertisers or other loud content. This will allow you to set your font, size, itranslate to translate text, use QR codes

Sketch tools, such as Sketch School make for brilliant opportunities and allow access to different ways of writing notes.

You can make your notetaking personal.


I don't think the QR code works anymore, as it was a one of those instant raffle kind. But as proof that this was a thing:






I didn't really figure out how to do this correctly until the third day...

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- Hyperdrive Drawing
- Hyperslides

The concept of the Hyperdrive is one of total interactivity via slides, drawings, and other media. This was another hands on session, where the enthusiastic instructors shared some master slides and drawings as samples to work on.

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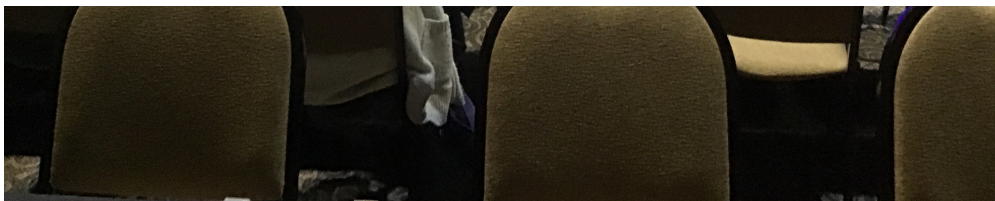
We use AI every day. AI is present in our banking, our internet searches, our homes. They are teaching robots sign language, how to do art, how to do a lot of thing. In the future, most service will be self service or automated, the self driving car, while imperfect, is already here. What does this mean? They estimate a loss of 75 million jobs, but a creation of 133 million jobs.

What do humans have to offer? Human skills. The ability to relate, emote, connect, create. We have the social-friendly skills and the cognitive ability to create and intuit.

Things to look forward to in academics: AI explorations and their practical uses in educational environments. We'll be teaching the AI and then they'll be teaching us.

#AI4k12





Technology in the Classroom:

We've done a good job getting devices into the hands of students, but what are we doing with those devices?

- There's one to one instruction via iPads
- Incorporation of locations and things that can't be found in the classroom alone (Google Exploration).

What is needed?

- Creativity
- Collaboration
- Thinking outside the box
- Get past our own view and expectations

What this leads to?

- Trust
- Modeling
 - We need to model collaboration and foster opportunities
- Responsibility

One of the reason we need to process this through collaboration is that students can lose touch about social norms, especially now as students are mostly used to digital connection. Collaboration keeps the human contact. It also teaches leadership and cooperation. This experience leads out of the classroom and into their future opportunities - internships, jobs, etc.

It is important to give students the ability to make choices and to have respect, from both student and instructors. It is important to take time to learn how to handle and use technology properly, safely and responsibly.

Learn to tell your stories and make a connection. Influence can be lateral. Get out there and make it happen. Don't always wait for permission or perfection. Look for opportunity and support each other! Create a vision and believe in it.



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Future Ready

From Burnout to Brightness; Learning How to Lead Like You

Rethinking Social Media

Mobile Maker Spaces

Storytelling Via Media

Podcasts in the Classroom

Speaker: Beth Houf

Book: Lead Like a Pirate

Started by sharing her biography. Grew up with challenges like many of us. School was her haven. She went into teaching.

Discovered there were two types of drive when dealing with new things. The drive to do and go and the dread. She asked herself, "How can I build a better school experience and gain joy in coming to school?" She decided, when she took on a failing school, that everything else hadn't worked, so she was going to try something different.

She talked fast and brilliantly and admittedly, I paused in note taking because I was kind of caught up in the vibe. But the pieces I caught were:

Follow the right people (online)

Take your profession seriously, but not yourself.

When your "why" is fuzzy, it leads to fuzziness all around. Figure out your why.

If you want to move from merely surviving to thriving you need to take care of you, take off the invisible backpack now and then. Make time for wellness and well-being. Stay hydrated. It doesn't have to be like everyone else, but find your crew. Don't wait for perfect. Fill the well.

Call to action: You have the right to grow, no apologies. You don't have to be the same person you were a year ago, a month ago, a day ago, an hour ago, fifteen minutes ago or even five minutes ago. It's okay to change.



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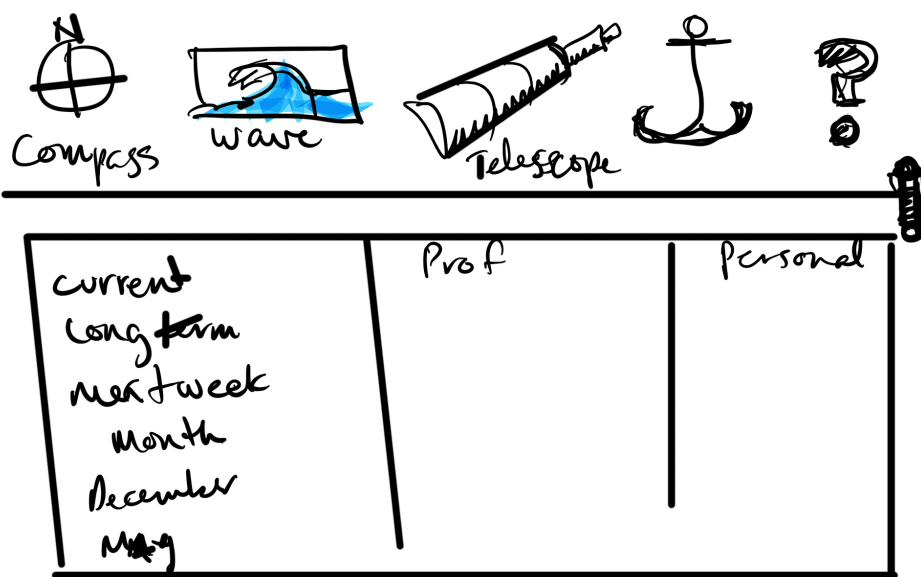
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Rethinking Social Media

bit.ly/HoufSocialMedia

What it can do: Boost School Culture

Enthusiasm is often the missing element to engagement (Lead Like a Pirate) #LeadLAP



- Tweet to an established tag
- They use tweetdeck

- Split the effort: Teachers send to twitter, facebook instagram. Students send to snapchat
- Be consistent; Show through Action
- How? Share authentic experiences and stories
- Make it easy to get on and use
- Respect privacy, but share your stories
- Don't have to post all day, but share real pictures of real events
- What? Pictures, Videos, etc.
- Build each other up.
- Keep it short and simple.
- Use the power of the #hashtag to showcase the culture.
- One way of appreciating each other beyond teacher/student

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The speakers created a mobile maker space by using established kits or making their own, which they then allowed to circulate on a monthly or as needed schedule. They started in 2014 and were looking for a way to make it useful. They asked themselves "What were the possibilities."

So they built the kits in a kind of cycle. Think about the project, R&D, innovate, try things out. Then approach the how, from delivery to the building of the kits.

<http://tinyurl.com/mobilemakerspaces>

Purpose: Bring the Fun to the Learning

Matched to Mission Statement, STEM, Library Program Standards, etc.

Goal: Future Ready

What it does (remember to use the code words when writing grants):

Collaborative Learning

Innovative Practice

Use the language in the descriptors: Novel engineering, Social Emotional Learning, Library as Learning Hub

They have one room dedicated to R&D, Where they store and try things. They do the research up front.

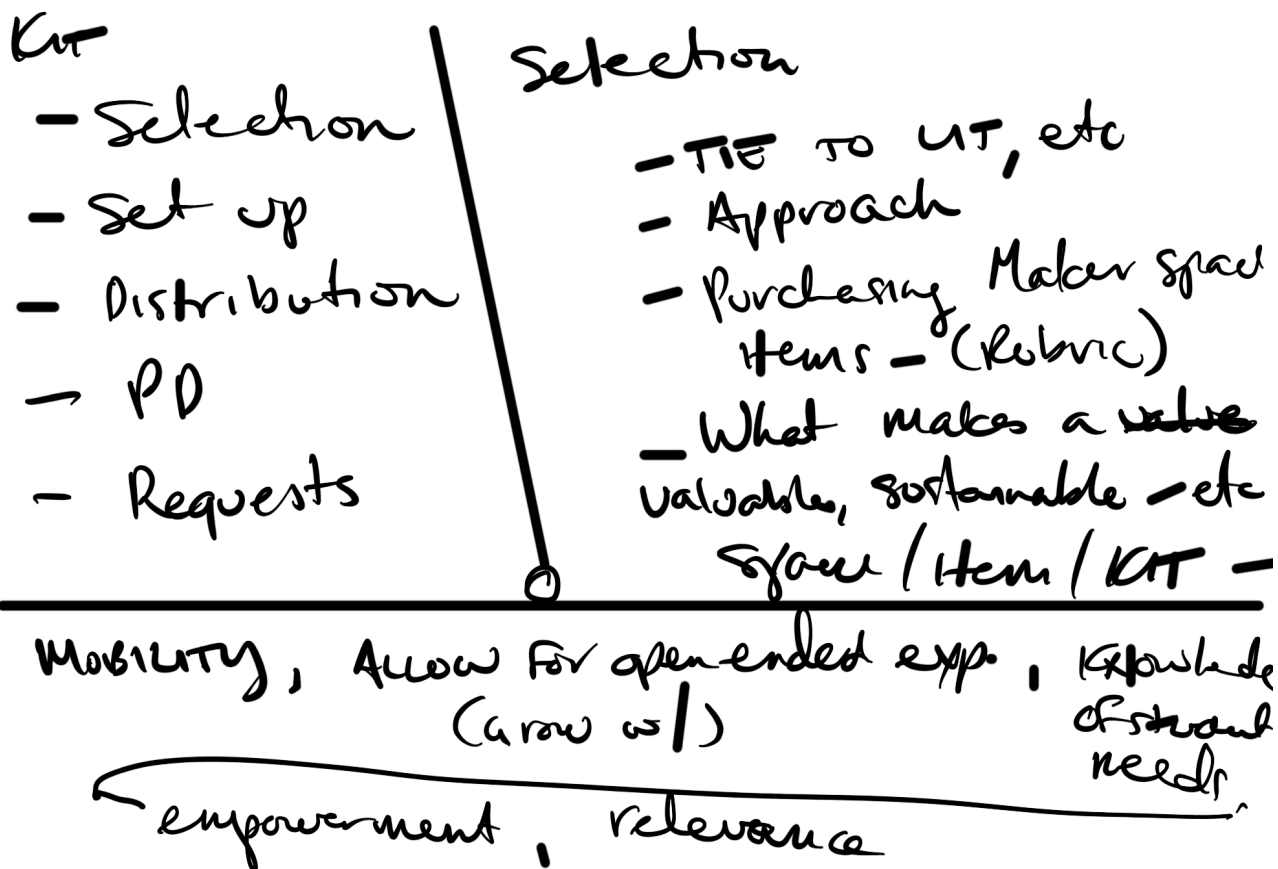
They think about "What does it mean to be a librarian in the digital age." They become the innovation hub, the awareness hub.

They hold to the purpose of being librarians, but expand it to include collaboration & community. They allow their community (the teachers/principals, etc) to check out the request kits, schedule them, and they go through the process of developing

them.

Deliver the kits at the beginning of the month and pick up at the end of the month. #parkwaymakes

They have a request form which contains the stat info, then a schedule board and spreadsheet where they manage the actual schedule of things.



encourage transformational learning.

CODING FOR KIDS - CUBETTO & other experiences -

Unruly for Splats - Physical act. kinesthetic learners -



→ consider range & possibilities

Kits include several kinds of things, from robotic circuitry to design studio options to gaming.

With robotics, circuitry and design, students gain independent learning, design thinking and collaborative experiences. With gaming (both digital and analog) students gain problem solving, perseverance, teamwork.

With Google glasses (or virtual reality goggles) students can take self-guided tours through maps and the universe.

Augmented reality kit provides a way to explore topography differently and is a great science tool

They have 3D printers, but do not yet circulate them; working on it to make it practical.

Things of which to be aware: Companies update their kits, but you don't always have to buy the whole thing, just the updates.

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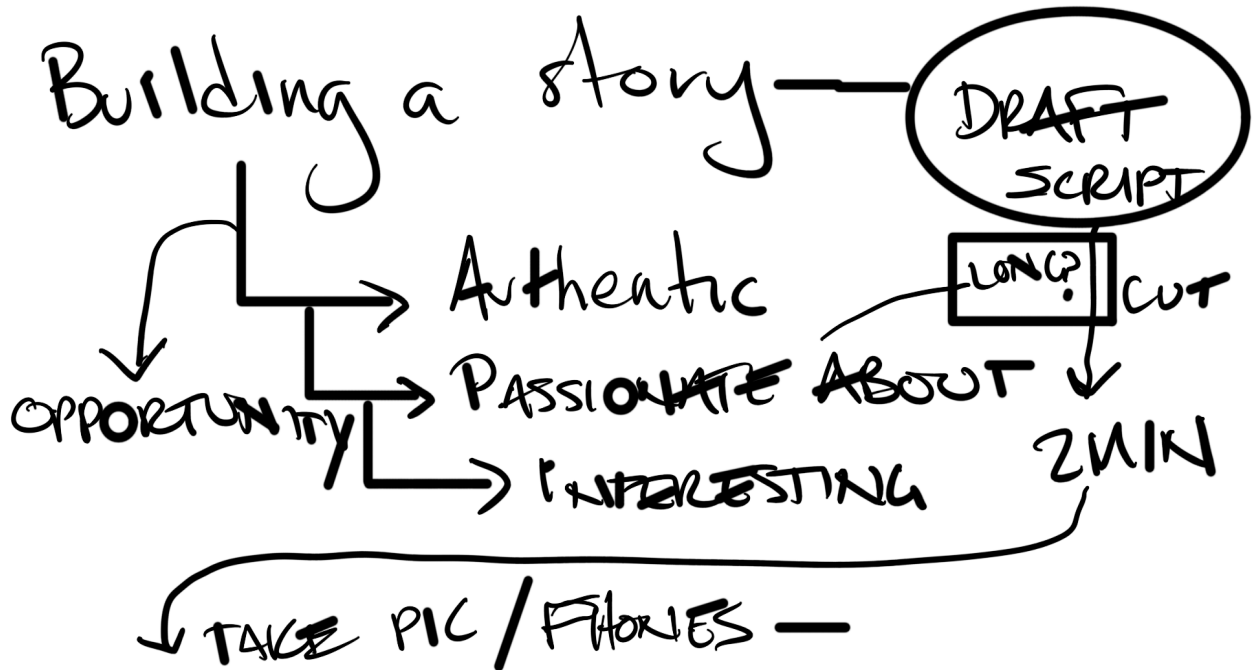
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IDEAS — PROCESS — PROJECTION

EXPERIENCE
WHAT THEY LEARNED
HOW THINGS CHANGED

4TH wall / EDIT IN Narration

→ DID IT WORK?

BUILD A PORTFOLIO

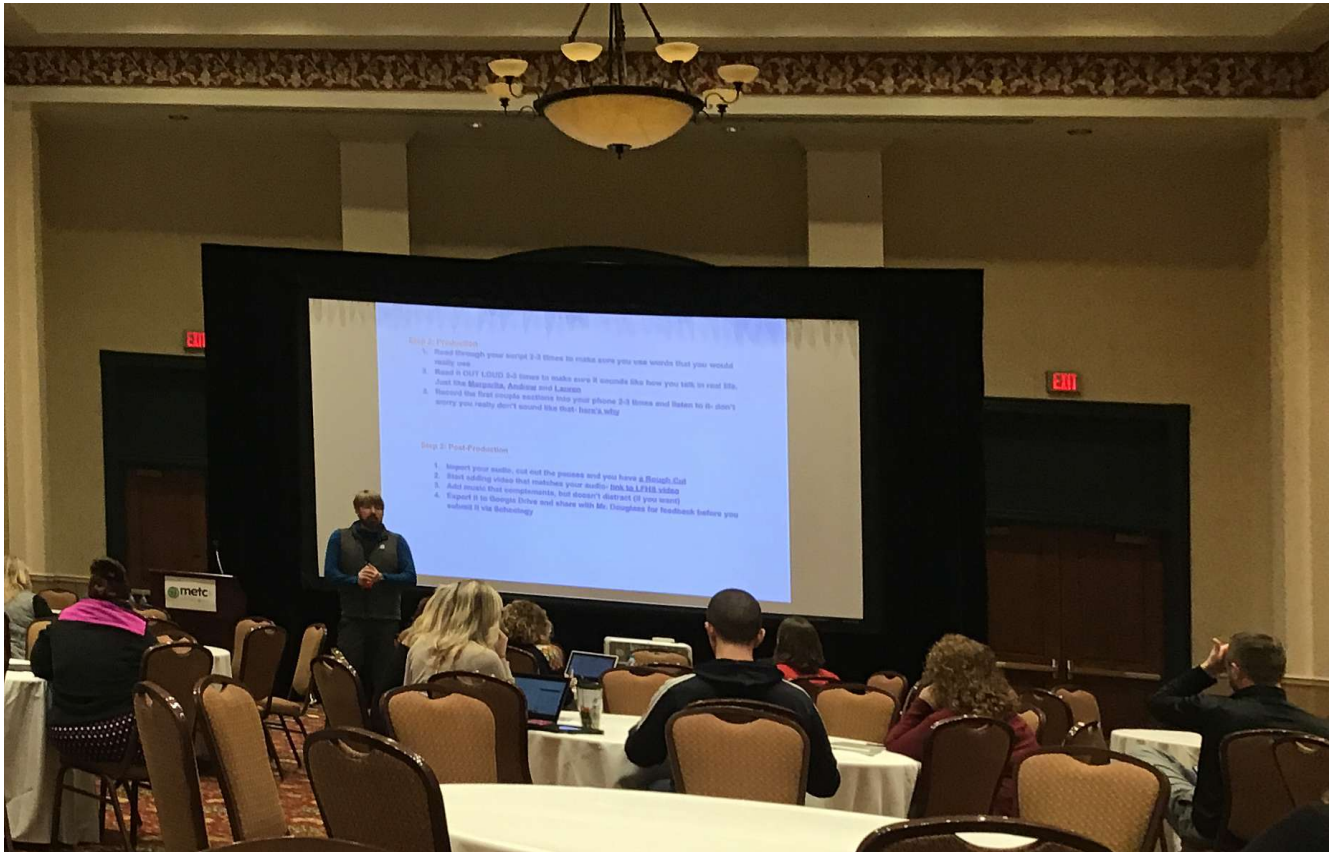
How long? About 20 minutes in average.

What kind of topics? Reports, Events, Project Results

Applications: Cross Discipline

Tips: Hold the phone/camera 4 feet away and slow walk/pan. Use your body not your hands.

Everyone likes to have a good looking video.



Production

1. Read through the script 2-3 times
2. Read it out loud 2-3 times
3. Record first sections/practice
4. Record the final and edit

Email: SteveDouglass@gmail.com

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[Future Ready](#)[From Burnout to Brightness; Learning How to Lead Like You](#)[Rethinking Social Media](#)[Mobile Maker Spaces](#)[Storytelling Via Media](#)[Podcasts in the Classroom](#)

Podcasts in the classroom

STOP, COLLABORATE &
LISTEN



Josh Howard
jhoward@fullon58.org
@joshhoward
joshhoward.com

Topics covered:

How to use podcasts? & How to make your own?

#supercoolteacherguy

Podcasts are a form of audio broadcasting. You can listen on almost any device. Why listen? Screen substitution. Travel

Podcasts are a form of audio broadcasting. You can listen on almost any device. Why listen? Screen exhaustion. Travel.

Auditory Learning

Production Value = inexpensive, but sounds good. You can get away with a lot more. Also it's internet friendly and wireless, which gives mobility.

Podcasts help students learn. There is a wide variety of learning strategies that almost automatically become applied. Different kinds of learning are supported. Students gain conceptual understanding, not just memorization.

Podcasts are an interesting way to present and create content. It has a similar "work" effort as other kinds of assignments and projects and learning gains. Podcast can be serial or singular.

When does one listen? During travel, chores, quiet times.

<https://listenwise.com/#> to assist with listening comprehension

<https://anchor.fm/> to assist with building a podcast, easy peasy.

Types of podcasts:

- Event
- Clubs
- Sports
- Projects
- Fun

Podcasts can be conversational vs. reporting, is engaging for other students and listeners.

Resources:

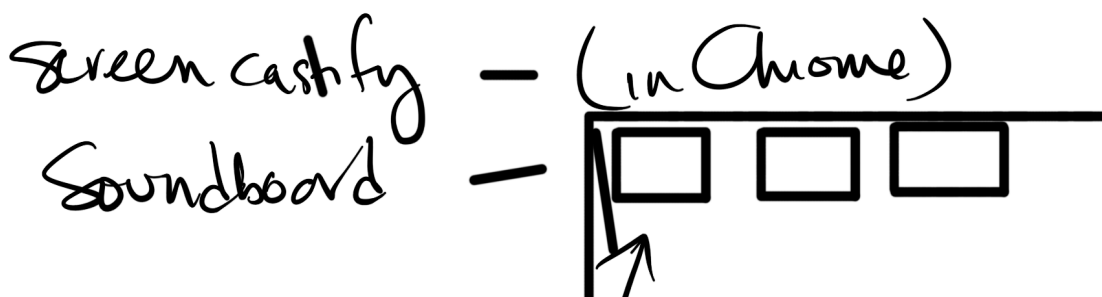
- Youtube audio library
- Screen Castify
- Soundboard
- Google slides

Organizing the podcasts

Things to keep in mind:

- Segments
- scripting or semi-scripting
- planning (mandatory!)
- allowance for practice
- keep it legal
- speak clearly.

Process:



google Slides
can be pulled up
run simultaneously

record in segments & edit later if
needed.

Publication:

- Play it in google slides
- Publish it to youtube.
- Embed the video and/or audio into a website
- Use a podcast website for storage and publication

The tech should be easy. The script is the hard part.

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Day 3

Digital Citizenry

Make Your Splash

BookSnaps

STEM: Computer Science & Coding

Digital Citizenry

Engaged local community; learning.

Important to reach out; find your tribe, your people, and those who inspire.

Does not have to be face to face.

Social Media

First experience was "meh," but then as the platform grew the community grew and can be transformative. If you are doing fantastic things share them out. What is **ordinary to you**, is **amazing** to others!

Digital representation in learning. Bring success to others; help others produce and share. Start contributing, meet people face to face, don't just consume, start sharing.

Be true to yourself. Go ahead and share even if it isn't perfect. Be passionate. Produce, produce & model. Model it for the students and others. Share your expertise.

With students, with people, everything they are consuming is influencing them.

Think about inspiration. One has to be inspired to start something. You can't have creation without inspiration.

This is an opportunity to change the narrative. To move past what can't be done to what can be.

Kids have had access to technology since they were tiny! They have grown up in an interactive world. We hope they have had good influences and inspirations. But it's not one person's job. One lesson does not make digital citizenship. Never stop talking about how we interact online. We need to model "good" behavior. Kids will teach themselves, each other and the adults in their lives.

We need to be thoughtful about the decisions we're making online. Start to get the good to out-measure and amplify past the other messages in their lives. It is time to model and empower opportunities to use social media for good; not just once a year.



The Impact of Making a Splash

REAL Talk: Tara Martin - The Imp

**Backward Bicycle**

The Backwards Brain Bicycle...



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You can make a difference.

Keep in mind the belief of an instructor can change a person's trajectory.

Life can be different. Take a risk. Dare to be different. There is one word to embrace or toss: exhilaration vs. fear. You were born to jump in and make a splash.

What fears are holding you back. There are things you already know.

You know how to teach. You know how to lead. You know how to xyz! So, lead through process.

Don't listen to the critics or the dabblers. What do they know? They are not jumping.

Stay true to what you said you were going to do. You can get beyond moods. Think positive.

Don't think of obstacles as barriers. Think of them as obstacles for your journey. Don't stop when they say no. Gain the ability to ebb and flow, which is just what is called stamina. I believe in you.

Think about one thing you want to cannonball in and try. Let's make waves.

Make your splash. #REALedu



The Impact of Making a Splash**REAL Talk: Tara Martin - The Imp****Backward Bicycle****The Backwards Brain Bicycle - S****Last Updated:** Mar 5, 2020 3:14 PM**URL:** https://libguides.lincolnu.edu/title3_METC2020

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<http://www.tarammartin.com/> <<<----RESOURCES and APP lists

Hands On Workshop, so notes are even more spotty than usual.

Do what you do and make a connection. Booksnaps uses Snapchat to create informative and quick media. Communication Technology changes, but it is always around.

Use what is around and what the kids are using; fidget spinners. Think in terms of engagement.

The goal was to learn how to use the app for annotation. (I mostly learned how to turn it on and maybe take a picture).

She said most authors appreciate having their work shared. Just don't snap more than 1/3 of a book and you'll be fine. (Note to self, see if one can snap a kindle entry).

Make snaps relatable. Be real. Show the things you love. This let's your snaps and you be approachable. #Booksnaps exceeded her expectations and went global.

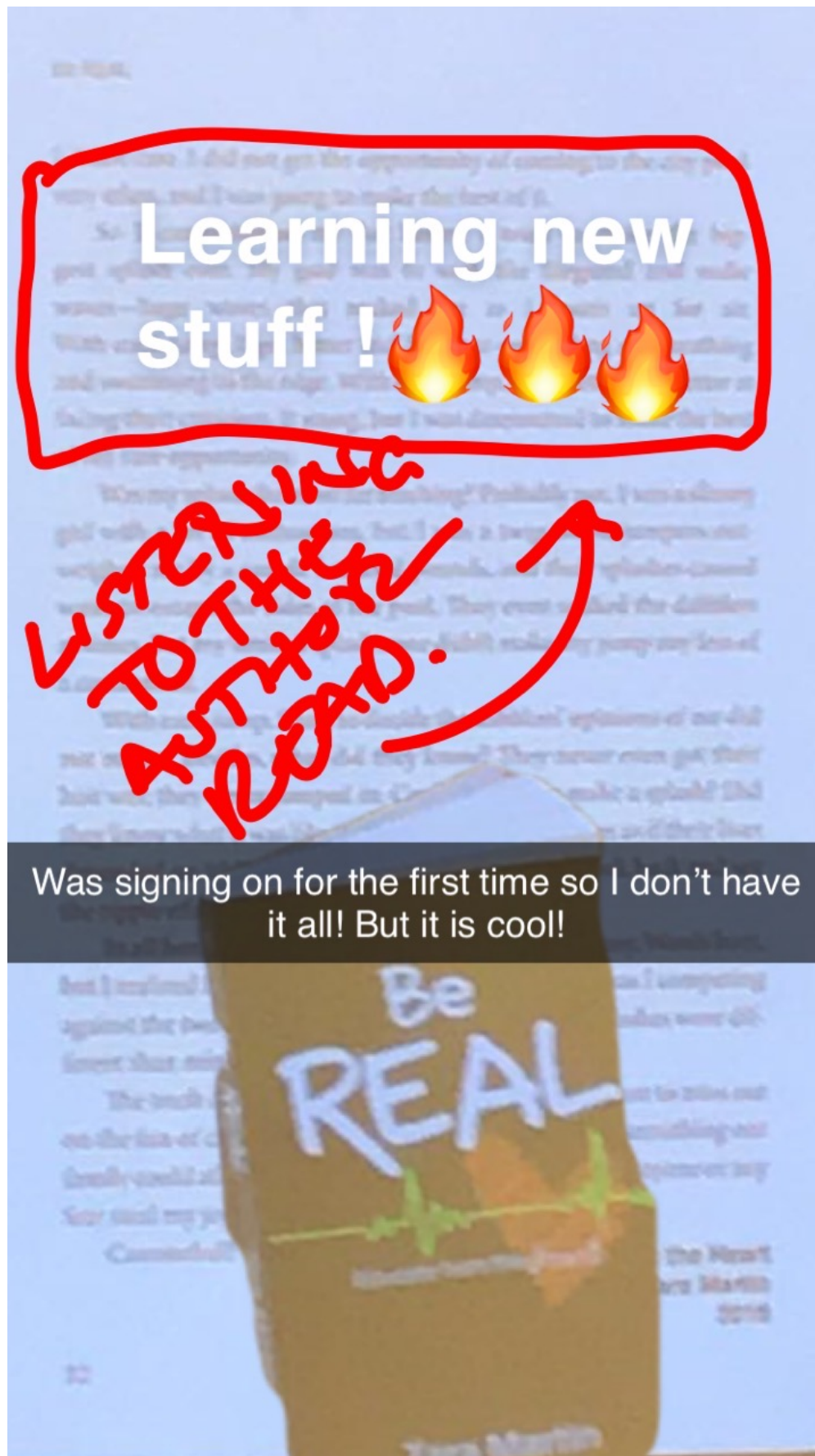


The science: Using booksnaps for these kinds of notes and interactions uses the Phonological Processor, the Angular Gyrus, which houses all the words ever heard, the Context and Meaning processors, and the Orthographic processors of the brain. All of these work together forming connections to images, words, concepts and contexts. Use the language kids love, which helps build the memory, etc. It's active and it's research.

Think practically. Kids do the naughty stuff anyway, but we can use the technology to guide them in more positive directions. Using something like snapchat allows the students to bring their real self to the concepts they are learning.

(After that we went hands on.)

The result:



The Impact of Making a Splash

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[STEM: Computer Science & Coding](#)



The topic was on the importance of computing sciences for our students. The goal to encourage teachers to encourage students, especially girls to attend. Why? The Future. Companies are well aware of the need for more STEM and are pushing schools forward so they have creative innovators, critical thinkers, computing skills, etc. The companies looking ahead are providing teacher support.

Coding with Kids, Amazon: <https://www.codingwithkids.com/amazon/>

Amazon, AWS, Fortune 500 are all aware that we need to get these kids learning how to code and use technology early in order to stay competitive. Computer science helps you learn, tell a story, create and problem solve.

Google CS: <https://csfirst.withgoogle.com/s/en/home>

Grades 4-8, no coding required, freely available online.

She played the Backward Bicycle video. Then she pointed out that we have a lot of biases we don't know we have, so part of learning is changing one's mindset. Neuroplasticity is what helps us keep fresh and keeps us learning through all ages. Doing things like having coding days or just trying new things gives those who do it new tools: courage to try new things, confidence in using technology, perseverance when facing difficult tasks. The experiences have impact and give a sense of belonging.

Computer Science Teacher Association: <https://www.csteachers.org/>

Teachers need resources to tap into. Makes coding fun. Helps teach fundamentals. Storytelling via these organizational processes teach students how to create algorithms, step by step programs and things like coding hour helps introduce these words to the students.

=====

Snow was on the horizon and all the weather channels were predicting the worst. I made it through about half of the session when I got a phone call.



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