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| **Name: Meagan Hise** |
| **Directions**: Using the template below, describe how students could use a blog, wiki, or other website-creation tool to learn required learning standards in your content area: For an A grade provide an idea that reaches a Level of Technology Implementation of 4 or above. Remember higher levels (4-6) require that students assume adult/professional roles; engage in higher-order thinking; and use technology create/publish original content for their classmates and/or others beyond their school/classroom. The learning activities and products should be engaging and meaningful to the students and to others who will view/use/benefit from students’ work. Review your handouts on Engaged Learning, Authenticity, and LoTi.  |
| **Grade Level: 4th** |
| **Content Area: Science**  |
| **Technology Used (check all that apply):** **[x]  Blog** **[ ]  Wiki** **[ ]  Other Website Creation Tool (list): Graph Club** |
| **Content Area/Grade/Standards/Topics Addressed:** **S4L1. Students will describe the roles of organisms and the flow of energy within an ecosystem.** a. Identify the roles of producers, consumers, and decomposers in a community. b. Demonstrate the flow of energy through a food web/food chain beginning with sunlight and including producers, consumers, and decomposers.  |
| **Brief Description of Learning Experience:** What learning standards will be addressed? What will students and teachers do? What products will students create? How will the project be introduced? How long will it take to complete? What audience will use/care about the product(s) students are creating? How broad is this audience? For this activity, students will make and create their own food web using software such as Graph Club. I will introduce this product by first showing a small documentary on the different producers, decomposers, and consumers within the community. We will then do a over view after the video is completed. Afterwards we will go to our assigned computers and begin making our webs. The activity should take no longer than 45 minutes which we may complete in two different class days. My main audience will most likely be parents but I will also hope that maybe I can catch the eye of other educators to help inspire them to complete a activity very similar to this one.  |
| **Bloom’s Level of Critical Thinking Required (check all that apply):** *See*[***http://epltt.coe.uga.edu/index.php?title=Bloom%27s\_Taxonomy***](http://epltt.coe.uga.edu/index.php?title=Bloom%27s_Taxonomy)**[x]** Remembering [x]  Understanding [x]  Applying [ ]  Analyzing [ ]  Evaluating [ ]  Creating |
| **Student Engagement:** Which indicators of Engaged Learning area strong and why? *(See Engaged Learning and Authenticity handouts distributed earlier this semester.)***Students will create their own food web and then publish their work to the class blog.**  |
| **Level of Technology Implementation (LoTi):** What LoTi would this lesson be and Why?*(See Engaged Learning handout distributed earlier this semester.)* The level LoTi used during this activity would be a five since publishing the work would be the last step.  |
| **Importance of technology:** Why is using a website-creation tool critical to the project? Could the project be completed without this technology? What would be lost without using it? What other types of technology, if any, are going to be used in the learning experience? Without website creation, a major part of this activity would be lost. Although we could complete the activity without it, I believe this tool adds that something extra to make this activity that much more engaging. We also used the software Graph Club to help make the project that much more spectacular.  |
| **Inspiration (optional):**  If you used existing example as a model for your project (whether in part or whole), include the URL(s) so we can visit. Explain what concepts you “borrowed” from others.       |
| **Internet Safety and Student Privacy:** Briefly discuss some possible issues surrounding Internet safety and student privacy that could arise while implementing this learning experience and explain how you would (1) minimize risks to students/yourself; (2) alleviate any fears by parents/administrators, and (3) follow common Internet Safety/Acceptable Use Policies. All work will be published under a fake name with no indicator of gender or age. There will be a form that will go home that will allow parents to decide if they want their Childs work published online. If the aren't is uncomfortable with this idea than I will print the work and turn it into a small book for the child so that both the child and parents are happy.  |
| **Describe your personal learning goal for this activity.** What are you trying that you have not tried before? What do you hope to learn from this activity? How do you hope it will help students learn?My goal with this activity is to challenge my students and increase their level of engagement and their LoTi score as well. I hope to show them new ideas to not only help them in science but also in future classrooms as well.  |
| **Other comments about your proposed activity:**  |