

Michael Fisher



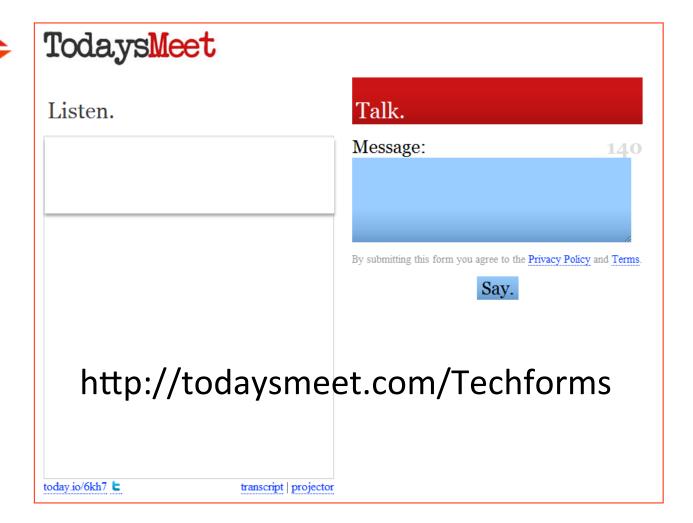


Upgrade Your Curriculum

Practical Ways to Transform Units and Engage Students

Janet A. Hale Michael Fisher

Foreword by Heidi Hayes Jacobs Editor of Curriculum 21



Reform

- ➤ High Impact on Learning
- > Low Engagement

Transform

- ➤ High Impact on Learning
- > High Engagement

Conform

- > Low Impact on Learning
- > Low Engagement

Outform

- > Low Impact on Learning
- > High Engagement

Transformational Matrix

Positive Impact on Learning

Reform

- > High Impact on Learning
- > Low Engagement

- Transf

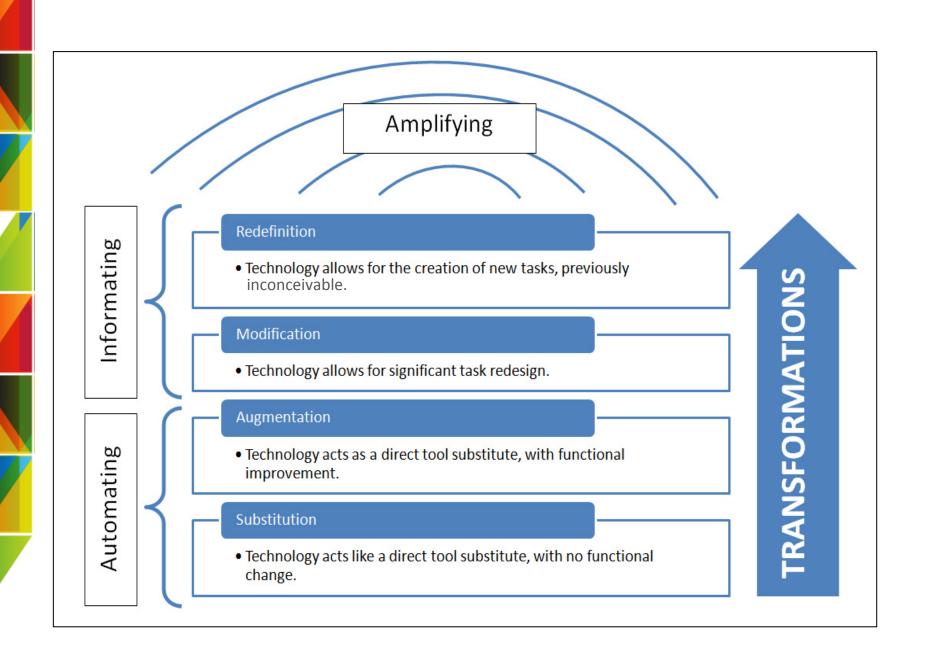
 > High Ir Centric

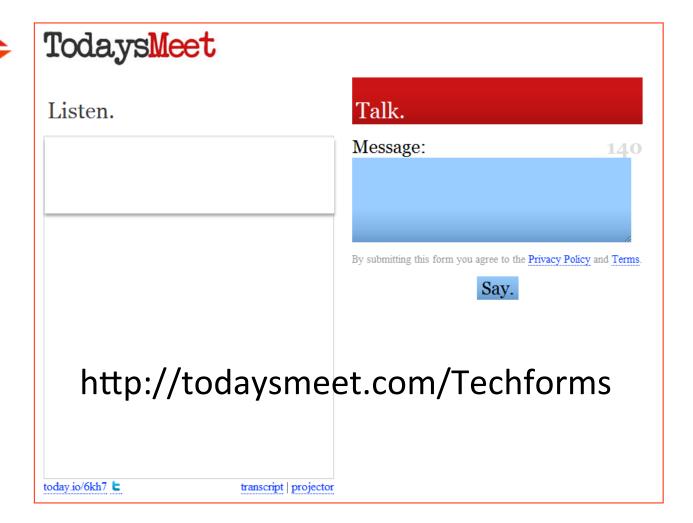
 Student-Centric

- Confi Low Low Teacher Centric arning
 - ment

Outform

- > Low Impact on Learning
- > High Engagement





for Interactive Whiteboards

Reform

Student creates content (textual/visual/audio) to be presented on whiteboard based on task(s)/purpose(s)/ audience(s).

Conform

Student views teacher-selected notes or presentation on whiteboard.

Transform

Student(s) creates and presents using self-selected software-specific and/or Web-based multimedia on whiteboard based on task(s)/purpose(s)/audience(s).

Outform

Student interacts with teacherselected notes or presentation using whiteboard technology (touch capabilities and/or clickers).



for Blogging

Reform

Student(s) writes blog post(s) and thoughtfully comments on other students' blog posts.

Conform

Student writes a blog post on a teacher-created blog based on task(s)/purpose(s)/ audience(s).

Transform

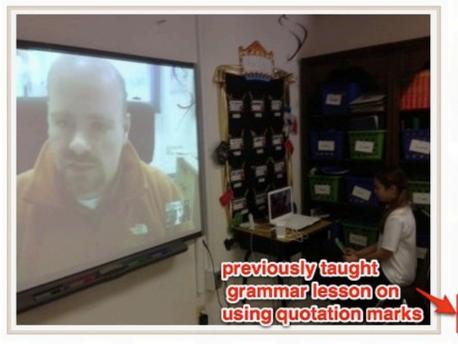
Student(s) writes blog post(s) and thoughtfully comments on other students' blog posts. Student(s) revises and edits personal blog post(s) based on comments.

Outform

Student supplements his or her blog post with pictures and hyperlinks.

Additional Resources from Silvia Tolisano:

- Assessment in the Modern Classroom Series
- Blogging FOR your students



Reflection written by: Ayden I

Recently, we did a skype call with the poet Mike Fisher. We're illustrating some of his poems and we managed to get him to agree to a skype call. The first person he talked to was Orli because she was the introducer. Everyone had different jobs. Evan was our transitioner, so he introduced everybody.(except Orli) Zach M. and Noah were our tweeters. Ayden Eliana, and Ariella were working on notetaking on a Google Doc. Jagger was the photographer. Jeremy and Griff were bloggers. He answered some of our questions like, "Why is the O poem in the shape of an O?" We learned that the reason the O poem is in the shape

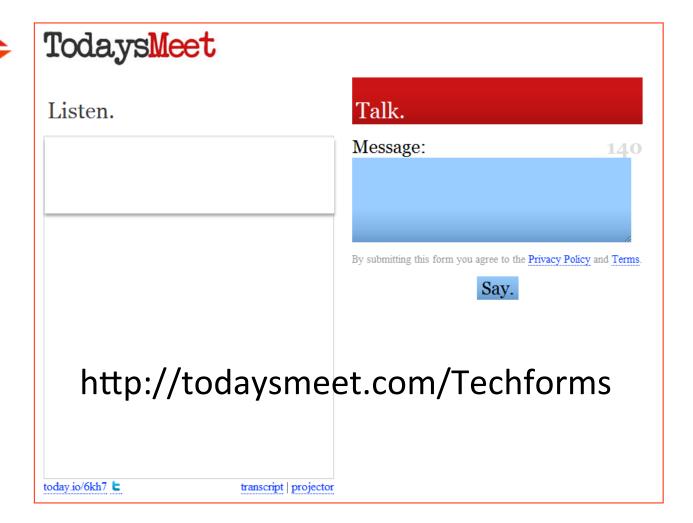
of an O is because it was a suggestion from one of his high school teachers. Next, we learned some interesting facts about Mr.Fisher, including he lives in Buffalo, New York which is five minutes away from Niagara Falls. He also is writing a mystery novel for young adults. Our whole class learned a few new words including: collaboration, cryptic, and emphatic. We learned a lot about our poems and Mike Fisher. Have you ever created a poem? This is just the beginning. We have to market! We have to publish! We have to find out how much we will make! All of this is going to

be hard, but it's going to be worth it in the end. **author's voice**

We still have many decisions to make.

- · What should we name our book?
- · How should we design the cover?
- What would be a reasonable price?
- · Please respond and give us some feedback.

conversation starters



for Digital Cameras

Reform

Student analyzes teacher's, personal, or peers' captured images/video for intended task(s)/purpose(s)/audience(s).

Conform

Teacher uses digital camera to capture classroom and school events.

Transform

Student(s) analyzes intended task(s)/purpose(s)/audience(s) prior to capturing images/video; edits/revises draft version based on personal and peer feedback. Amplify, if appropriate.

Outform

Student uses camera to capture classroom and school events.



Resources:

- Bill Sheskey's Chapter in Curriculum 21
- Craig Nansen's article on Education World

for Applications (Apps) on Digital Devices

Reform

Student chooses appropriate app(s) for specific task(s) to engage in purposeful, deeper learning.

Conform

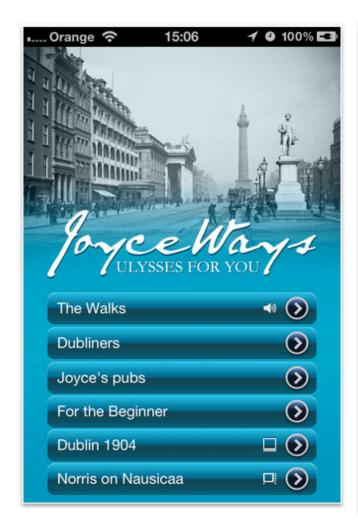
Student uses teacherselected app(s) primarily for novelty and/or enrichment.

Transform

Student(s) uses existing app(s) and/or Web-based tool(s) to create original app(s) for a specific purpose(s)/task(s)/audience(s). Amplify, if appropriate.

Outform

Student uses self-selected app(s) primarily for novelty and/or enrichment.





LINK TO JOYCEWAYS APP



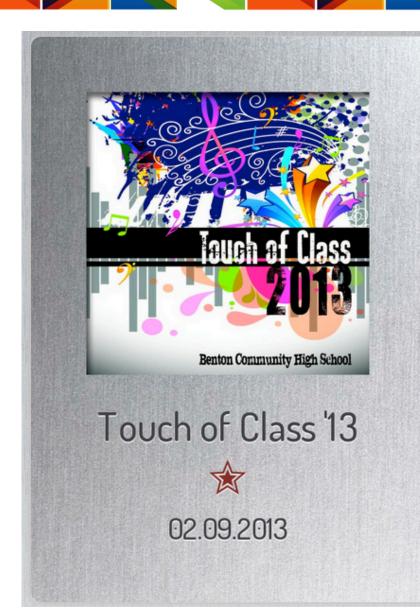
Create your own mobile app. For free.

Get Started Now

- TAKE THE TOUR
- DOWNLOAD A SAMPLE YAPP







Touch of Class '13 Yapp

To install, visit this page (http://my.yapp.us/BCVOCALMUSIC) on your mobile device.

Send yourself a link to download on mobile device:

Enter your email or mobile phone number

SEND





iPads in the Math Classroom



03.07.2013

iPads in the Math Classroom Yapp

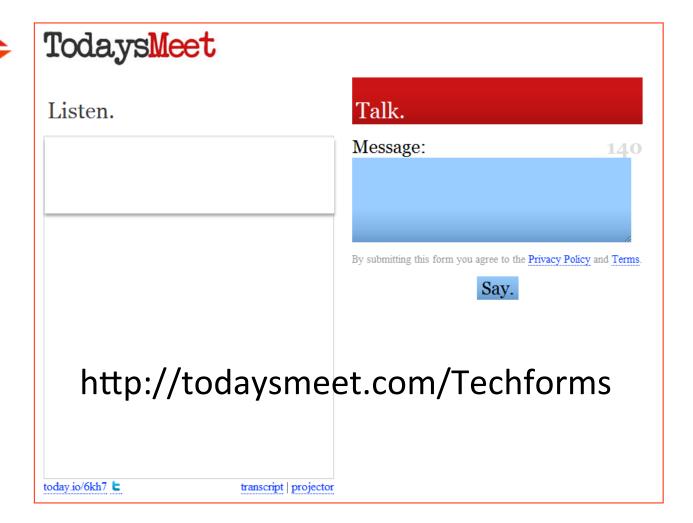
To install, visit this page (http://my.yapp.us/Y8NZBU) on your mobile device.

Send yourself a link to download on mobile device:

Enter your email or mobile phone number

SEND





for Digital Storytelling

Reform

Student creates literary/ informational text and visual(s) based on task(s)/purpose(s)/ audience(s) using student-selected software/Web-based tool.

Conform

Student creates literary/ informational text and visual(s) based on task(s)/purpose(s)/ audience(s) using teacher-selected software/Web-based tool.

Transform

Student(s) creates literary/informational text and visual(s) based on task(s)/purpose(s)/audience(s) using student/team-selected software/Web-based tool. Edits and revises based on personal and peer feedback. Amplify, if appropriate.

Outform

Student creates literary/ informational text and visual(s) based on task(s)/purpose(s)/ audience(s) using student-selected software/Web-based tool.



for Backchanneling

Reform

Student uses backchannel to collaboratively explore higher-level questions and evidence-based conversations.

Conform

Student uses teacher-created backchannel for note taking only.

Transform

Student(s) decides on backchannel tools based on task(s)/purpose(s)/audience(s) and collaboratively explores higher-level questions and evidence-based conversations. Amplify, if appropriate.

Outform

Student uses teacher-created backchannel for note taking and collaborative discussions.

TodaysMeet

When Heidi did http://todaysmeet.com/Edjewcon I laughed cuz we did that...Reesa Z. at 14:02 PM, 30 Apr 2012 via web



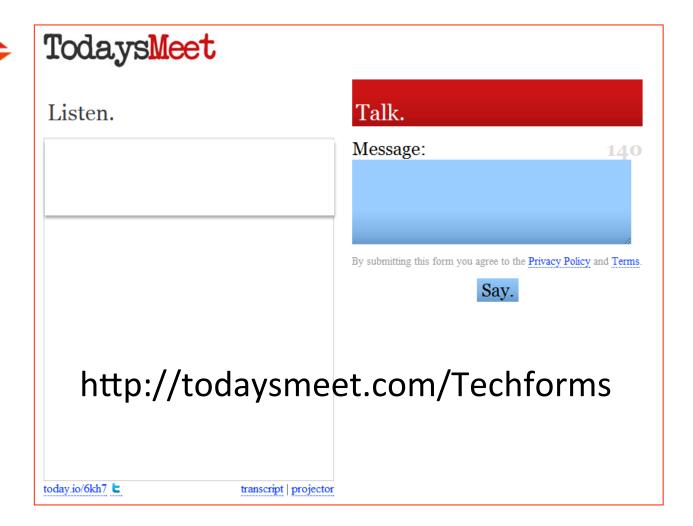
4th Grade MJGDS @4thmjgds

Jan 17

@fisher1000 told us to look up cryptic and I found it. It means hidden and secret. And I got the info from merriamwebster.com/dictionary/cry...

Expand

Full Transcript of Students' TodaysMeet



for Web-Based Curation

Reform

Student curates and annotates multimedia based on task(s)/ purpose(s) according to teacher/ student-defined curation parameters.

Conform

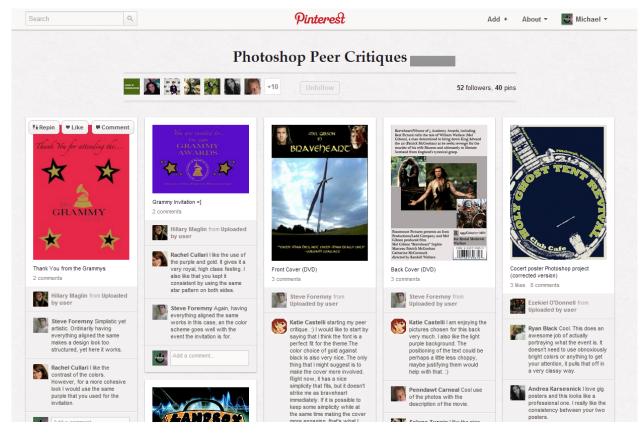
Student views teachercurated multimedia based on task(s)/purpose(s) during instruction.

Transform

Student(s) chooses Web-based tool(s) to collect, curate, and annotate multimedia based on task(s)/ purpose(s)/audience(s) with reasoning for inclusion. Amplify, if appropriate.

Outform

Student curates multimedia based on task(s)/ purpose(s) according to teacher-defined curation parameters.



Multiple Social Collection tools that could also be Curating Tools:

- <u>Diigo</u>
- Pinterest
- <u>LiveBinders</u>
- Google Docs
- Educlipper
- Scoop.It
- Even popular media tools like <u>Youtube</u> could be used to curate

Of Course the Government Can Create Jobs! - Forbes

www.forbes.com/...government-creates-jobs - Save - Preview

government jobs forbes americandream

A recurring theme in the Presidential Debates has been the role of the government in the economy

Spark Conversations

Teachers and administrators find the TECHformational matrices useful for sparking collaborative conversations focused on student-centered learning. A curriculum director or professional-development facilitator might choose to use the matrices while posing thought-provoking questions such as:

- If I find that most of my instructional time in the conform section of the matrix, does that indicate I am not a quality teacher? What's my next transformational step?
- What does it mean to be transformational about our instruction and assessment?
- What current curriculum-map units encourage students to reform, outform, or transform? What evidence supports your reasoning?



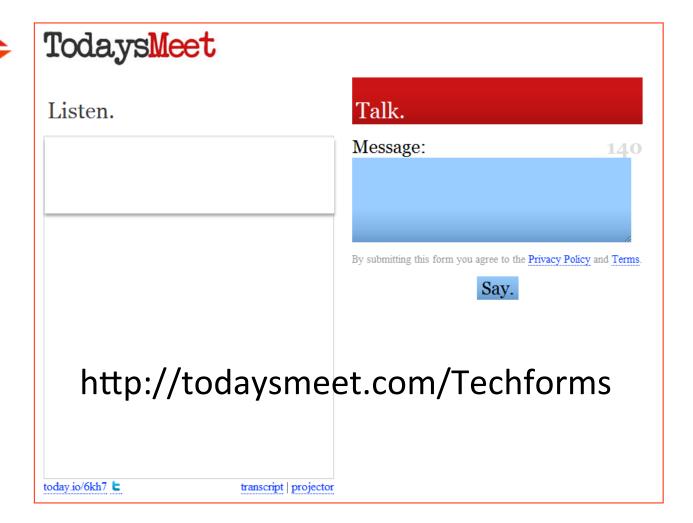
They are already here!



Do Now?
Do Next?
Explore Later?



Share your thoughts using TodaysMeet or discuss your thoughts with those around you...



Michael Fisher

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Email: mikefisher821@gmail.com

Website: www.digigogy.com

Book Link:

Upgrade Your Curriculum

Conversation Link:

Upgrade Your Curriculum ASCD Edge Group

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