

A **TEACHER'S GUIDE TO TECH** MINI-COURSE

JUMP START

A **SELF-PACED**, 8-MODULE PROGRAM TO HELP YOU
BUILD A **STRONG TECH FOUNDATION**

BOOK CLUBS ▪ PROFESSIONAL DEVELOPMENT ▪ INDEPENDENT STUDY ▪ TEACHER PREPARATION

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CULT OF PEDAGOGY

THE MODULES

8 DIFFERENT MODULES GIVE YOU HANDS-ON PRACTICE WITH A VARIETY OF TECH TOOLS.

Suggested Criteria: Module 4 Task

These criteria are provided to help you assess the quality of your work in this module. You can use them to self-assess or peer-assess. If you are an instructor using these materials for a graded course, the Rubric Pack that came with this course lists these criteria in a preformatted, editable rubric.

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Embedding Instructions

ThingLink

1. After creating an account, browse featured ThingLink projects.
2. Next, find a project you like.
3. Click on the project to see more details.

Using your Bin and Backchannel:
During this

Module 4 Task

In three separate blog posts, you will embed projects already created by other people: a **ThingLink**, a video from **Vimeo**, and a **SlideShare** presentation. This will give you practice with embedding and with properly

How do you hyperlink a word instead of putting a long URL in a post?

When looking at a project, you will notice that of my links are words. To do this, highlight the word in your text area, then click on the "embed" link. It looks like this: "A box will appear for you to add the link plus the link which has the little eye that up when one hovers it. Add that caption and Add Link."

Reading Assignment:
Interactive Posters (117-119)
SlideShare (165)
Video Sharing (203-206)
"embed" definition (219)



Module 4: Practice Embedding

Objective: Share dynamic content right inside your portfolio.

So many of the tools featured in the *Teacher's Guide to Tech* offer the option of embedding items. Once you learn what that means and how it's done, you'll find a whole new world of resources opens up to you and your students, because embedding allows you to share content completely intact on another platform (for example, putting a YouTube video right on a website) rather than just providing a link to it. Even though people are perfectly capable of clicking links and going to the source, there's something really neat about pulling the content into your own platform whole.

Now that you have a blog, you actually have a place to embed things. In this module, you will be sharing projects that have already been created by others and made public online: a **ThingLink**, a video from **Vimeo**, and a **SlideShare** presentation. Doing this will give you practice with embedding, will expose you to these three different sources for online content and creation, and will give you practice with properly creating others for their work.

About embedding in WordPress.com: One thing you should know before you start is that embedding on a WordPress.com site works a little differently than it does on other website-building platforms. I will give you practice in a few different methods here. If you have trouble with one method, try another. And if you ever start a website on another platform, just know that some of these methods won't be available.

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Suggested Criteria: Module 6 Task

These criteria are provided to help you assess the quality of your work in this module. You can use them to self-assess or peer-assess. If you are an instructor using these materials for a graded course, the Rubric Pack that came with this course lists these criteria in a preformatted, editable rubric.

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Module 6 Task

In this module, you will choose ONE of the projects listed below:

- Using either of the **Flashcard Creators** (Quizlet or StudyBlue), create a set of 10 flashcards on a subject of your choice.
- Using any of the **Survey Tools**, create a 10-question survey.

Using your Bin and Backchannel:
During this module, you can use your Bin to share drafts of your blog post, and your

Module 6: Take Your Pick

Objective: Practice a tool aligned with your curricular goals.

Now it's time for some differentiation. In this module, you will have the option of practicing one of three tools: a flashcard creator, a mind-mapping tool, or a survey creator. Depending on the work you do and the age of the students you teach, one of these is likely to align more closely to your curricular goals than others.

If you are working with a group, ideally your teammates will choose different tools than you, so that you can be exposed to more tools through their practice.

Getting Started: Let's see how you do on your own this time! When you choose your tool, look on the tool's website for tutorials, a help or support section, or something called a Knowledge Base. If you don't find anything, search for tutorials on YouTube.

Reading Assignment:
Flashcard Creators (97-99)
Mind Mapping (138-142)
Survey Tools (194-197)



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THE MODULES

Module 1: Take Stock

Reflect on where you are right now.

Module 2: Lay the Groundwork

Set up systems for storage and communication.

Module 3: Create Your Portfolio

Build an online hub for future tasks.

Module 4: Practice Embedding

Share dynamic content right inside your portfolio.

Module 5: Get Social

Join and participate in a new social network.

Module 6: Take Your Pick

Practice a tool aligned with your instructional goals.

Module 7: Teach Something

Create an original video tutorial.

Module 8: Reflect and Plan

Assess your growth and set new goals.

MODEL TASKS

A **SAMPLE WEBSITE** PROVIDES EXAMPLES OF EVERY HANDS-ON TASK IN THE COURSE, SO YOU KNOW HOW YOUR FINISHED PRODUCT SHOULD LOOK.

My Site

a model website created for students of the Teacher's Guide to Tech mini-courses

[HOME](#) [ABOUT](#) [REFLECTIONS](#) [TECH PRACTICE](#)

Module 4: Practice Embedding (Part 1)

MARCH 28, 2015 ~ JENNIFER GONZALEZ ~ EDIT

This is the first of three embeds for Module 4.

ThingLink is a digital poster tool that allows users to place interactive elements right on an image. Here's an example:



Instruments of an Orchestra, by Roger Gunn

In a language arts class, I could create ThingLinks of literary passages or poems, placing the interactive elements over specific parts of the text that would contain images, background information, definitions, or even video clips that help students understand references made in the passage. I could also have students create their own ThingLinks as end products of research projects or as a different way to tell a story.

Recent Posts

[Module 8: Reflect and Plan](#)

[Module 7: Teach Something](#)

[Module 6: Take Your Pick](#)

[Module 5: Get Social](#)

[Module 4: Practice Embedding
\(Part 3\)](#)

RUBRIC PACK

AN INDIVIDUAL, EDITABLE RUBRIC
FOR EVERY MODULE, PERFECT FOR
USE IN A GRADED COURSE.

Module 1: Take Stock

Needs Improvement	Criteria for Satisfactory Work	Exceeds Expectations
	Response addresses all parts of each question.	
	Specific, relevant examples are provided where required.	
	Reflection as a whole makes strong connections to classroom work.	
	Response demonstrates a willingness to share honestly others.	

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Module 2: Lay the Groundwork

Needs Improvement	Criteria for Satisfactory Work	Exceeds Expectations
	Evidence of an active account on either Veeva or Facebook.	
	Evidence of membership in the Veeva chat (name appears in list of chat participants) or Facebook group (name appears in list of members).	
	A simple introductory message has been left in the backchannel or chat (use that OR Facebook group).	
	Additional message in the backchannel provides a working file in the Module 1 response document, stored in a Dropbox or Google Drive folder.	

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Module 3: Set Up Your Blog

Needs Improvement	Criteria for Satisfactory Work	Exceeds Expectations
	Blog is set up on WordPress.com with a subject-appropriate title and tagline that work together to convey the blog's overall topic.	
	About page clearly establishes author's professional identity, the purpose of the blog, and outlines the overall goals to get out of the course.	
	Three separate blog posts have been created using three selections from the Module 1 questions. Each post is assigned to the "Reflection" category.	
	Home contains three items: About (link to About page), Reflections (link to Reflections category), Tech Practice (link to Tech Practice category).	
	Blog contains 2 widgets in an easy-to-find location: Recent Posts, Another widget of your choice.	
	Minor errors in spelling, grammar, punctuation, and mechanics.	
	Five "user" post has been removed.	

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Module 4: Practice Embedding

Needs Improvement	Criteria for Satisfactory Work	Exceeds Expectations
	Items from ThingLink, Vimeo, and SlideShare are embedded so that they fully integrate within the WordPress site (as opposed to just linking to them).	
	Each item has been embedded within its own separate blog post, labeled with the category "Tech Practice."	
	Each item includes correct attribution to the title of the work and the content creator, with a direct link to the location where the original item came from.	
	Each blog post contains a link to the general site where the content came from and a description of what that site or tool does.	
	Each blog post contains a description of how that type of content/tool could be used in the classroom.	

Module 5: Get Social

Needs Improvement	Criteria for Satisfactory Work	Exceeds Expectations
	Blog post provides a working direct link to the user's account on Facebook, Twitter, or Instagram.	
	Account profile is complete with some description of the user and photos or images in any place that is provided (e.g., on Facebook, a profile image and a cover image).	
	User is following or "friending" with at least 10 other users.	
	Blog post describes user's experience within the new channel and how it might be utilized to improve teaching.	
	Screenshots of the following activities are provided: An original post/tweet/status update from the user User sharing/reviewing someone else's content. User replying to someone else's post/tweet.	
	Advanced users only: Provide evidence (using a screenshot, a link, or a combination) of growth on one network with an advanced skill.	

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Module 6: Take Your Pick

Needs Improvement	Criteria for Satisfactory Work	Exceeds Expectations
	Completed project contains required components (choose one below): Option 1: Flashcards Consists of 10 flashcards on a single unifying topic. Option 2: Survey Consists of 10 questions on a single unifying topic. Uses at least 3 different question types. Option 3: Mind Map Consists of at least 10 different items on a single unifying topic.	
	Blog post includes: A discussion of the process and how easy or difficult it was to learn the tool. A discussion of how the tool might be used in teaching. A screenshot of the project. A direct link to the project. A direct link to the tool's website.	

Module 7: Teach Something

Needs Improvement	Criteria for Satisfactory Work	Exceeds Expectations
	Tutorial is between 2 and 4 minutes long.	
	Tutorial has clear sound and visuals.	
	Tutorial clearly demonstrates a specific tech skill addressed in this course.	
	Video is embedded in a new blog post.	
	Blog post describes user's experience in making the tutorial.	
	Blog post discusses at least two possible applications of screencasting in teaching.	

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Module 8: Reflect and Plan

Needs Improvement	Criteria for Satisfactory Work	Exceeds Expectations
	Response appears as a new blog post assigned to the Reflections category.	
	Response addresses all parts of each question.	
	Responses are developed with specific, relevant details.	
	Response demonstrates a willingness to share honestly others.	

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In *The Teacher's Guide to Tech*, you are given a massive reference tool for sorting through over 100 tech tools, understanding how they work together, and exploring some ways to use them in your teaching. It is a book you can use to find answers to your questions and locate resources when you need them.

But to really learn those tools, you need practice. That's what JumpStart intends to give you – a set of learning modules designed to organize your approach to these tools in a systematic way, guiding you far enough down the path that you'll want to keep going on your own.



Who Is This Course For?

JumpStart is for anyone who is ready to take a serious step toward getting more comfortable with technology.

- **Tech novices** will grow more confident in their understanding of important tech concepts and tools.
- Those who are **tech-intermediate** will be able to fill in some of their knowledge and skill gaps, finishing the course with a stronger foundation.
- **Tech experts** might use this course to support their own instruction and coaching of others.

This course has been designed to be used by many different configurations of people – it can be part of a formal teacher preparation course, an informal book study among colleagues, an option for earning professional development credit, or a self-paced, independent study. For those who wish to grade the modules, the Rubric Pack that accompanies this course provides the tools you need.

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How This Course Works

Each course module contains an opening discussion, a set of learning goals, a reading assignment from the *Teacher's Guide to Tech*, and a task to give you practice with a specific skill (or reflective questions to answer).

At the end of each module, a list of **Suggested Criteria** is provided for that module's task. These criteria can be used for self-assessment, peer assessment, determination of PD credit, or for scoring in a graded course.

If you are using JumpStart as part of a graded course, the **Rubric Pack** that accompanies the course contains editable rubrics for each module. They are pre-filled with the suggested criteria, but can be adapted to suit your needs. These rubrics have been created using the single-point rubric format, which lists only the target criteria and space for specific feedback, rather than including all the ways a student might fall short of or exceed expectations. For more information on grading for this course, see *A Note to Instructors* on page 9.

The Modules

Module 1: Take Stock

In this module you will think about your current comfort level with technology and consider what your reasons are for taking this journey.

Module 2: Lay the Groundwork

You will prepare two necessary systems for doing your work in the rest of this course: a cloud-based storage bin and a discussion platform for working with others.

Module 3: Create Your Portfolio

In this module you will set up an online portfolio, which will serve as the hub for all your future tasks.

Module 4: Practice Embedding

Embedding is a useful skill for sharing resources online. This module gives you practice with embedding several pieces of content on your portfolio.

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Module 5: Get Social

This module challenges you to try a new social media platform.

Module 6: Take Your Pick

You will practice one of three different tools, selecting the one that aligns best with your curricular goals.

Module 7: Teach Something

In this module, you will create an original video tutorial in which you demonstrate a new tech skill you have learned in this course.

Module 8: Reflect and Plan

Finally, you will reflect on how you have grown in this course and set some goals for future growth.

Who Are Your Teammates?

If you are taking this course with classmates, colleagues, or friends, those people will be referred to by the general term “teammates.” When learning new technology, having even a few supportive peers along for the ride will improve your chances of succeeding.

If you’re taking this course on your own, you might find this support in a tech-savvy friend, someone to bounce ideas off of while you work through the modules, or who can give you feedback on your work.

Will You Need to Open Up Some New Accounts?

Yes. The only way to gain access to most tech tools is to open accounts with them. This is just a reality for anyone who uses a lot of technology. Keep track of your usernames and passwords, and only sign up for the FREE versions. Every task for this course can be completed using free tools; although some offer “pro” versions for a fee, stick with free accounts at first. If you find yourself really falling in love with a tool, that’s the time to investigate premium options.

Wait, Where Are the Instructions?

The modules in this course require you to use tools you've probably never tried before. To accomplish this, you'll need step-by-step instructions for each tool.

But for the most part, you won't find them in this course. The modules lay out your tasks and provide guidelines for each finished product, but in most cases, they do not walk you through the process of actually doing it.

Why is that? It's because one of the most important skills tech-savvy people have is *the ability to find instructions on their own*. It's the "teach a man to fish" concept: If this course walked you through every step of using every tool, you'd never develop the ability to teach yourself.

So how do you teach yourself? For most modules, a **Getting Started** link is provided to take you to a place where a good tutorial or support center can be found. Most tools have their own library of text or video tutorials available right on their websites, and in cases when they don't, YouTube is loaded with tutorials made by ordinary people who just want to share what they know. And with the support of your teammates – who can share links to information they have found and exchange tips and tricks with you – you'll learn even faster.

Knowing you can teach yourself pretty much anything online is a tremendously empowering feeling. Once you've gotten a taste for it, you'll realize there's nothing standing in your way.

To learn the most effective methods for finding good video tutorials, read "Find the Video Tutorial" on page 26 of the Teacher's Guide to Tech.

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A Note to Instructors

If you are using these modules as part of a graded course, the **Rubric Pack** that accompanies the course contains editable rubrics for each module. The rubrics are made with the **Suggested Criteria** from the module, but they are fully editable and can be adapted to suit your needs. Each rubric is provided as a separate file, allowing you to distribute it to students as you grade each task.

These rubrics have been created using the single-point rubric format. To learn more about this format, see ["Know Your Terms: Holistic, Analytic, and Single-Point Rubrics"](#) (Gonzalez, 2014).

Suggested Point Distribution: The modules in this course require different amounts of work; some will need more time and effort than others. If you plan to assign points for a grade, here is a suggested point distribution – consider each set of points to be a portion of a total of 100 points. If you wanted to assign more points, simply multiply each one by the same number.

Module 1	10 points
Module 2	5 points
Module 3	20 points
Module 4	15 points
Module 5	10 points
Module 6	10 points
Module 7	20 points
Module 8	10 points
Total	100 points

Module 4: Practice Embedding

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Objective: Share dynamic content right inside your portfolio.

So many of the tools featured in the *Teacher's Guide to Tech* offer the option of embedding items. Once you learn what that means and how it's done, you'll find a whole new world of resources opens up to you and your students, because embedding allows you to share content completely intact on another platform (for example, putting a YouTube video right on a website) rather than just providing a link to it. Even though people are perfectly capable of clicking links and going to the source, there's something really neat about pulling the content into your own platform whole.

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Reading Assignment:

Interactive Posters (90-92)

SlideShare (130)

Video Sharing (168-171)

"embed" definition (179)



Module 4 Task

In three separate blog posts, you will embed projects already created by other people: a **ThingLink**, a video from **Vimeo**, and a **SlideShare** presentation. This will give you practice with embedding and with properly crediting work created by others.

For each post, include the following:

- A link to the site where the item came from (not the specific item) and a brief description of what the tool does in general.
- The embed itself (see embedding instructions on the following page)
- Credit to the creator of the item: Include title, author, source (usually a direct link to the original item), and information about the Creative Commons license*, if that is available. Make an effort to dig around for this information until you find it; for example, in my ThingLink embed, I had to click on the icon next to the title to find the name of the person who created it.
- A description of how you could use this type of tool in your teaching – the item you choose does not have to specifically relate to your work; just consider how the *medium*, the delivery system, could be used.

Getting Started: Because embedding is a bit tricky, I have provided step-by-step instructions on the following page.

* To learn more about correctly attributing the work of others, read [The Educator's Guide to Copyright, Fair Use, and Creative Commons](#) (Burt, 2012).

How do you hyperlink a word instead of putting a long URL in a post?

When looking at the sample website, you might notice that many of my links look like words, not links. To do this, highlight the word in your text editing area, then click on the "insert/edit link" icon (looks like one link of a chain). A box will open, asking for the URL where you want the link to go, plus the "Title," which would be the little message that pops up when someone hovers over it. Add that information and click "Add Link."

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Embedding Instructions

ThingLink

1. After creating an account, browse featured ThingLinks (www.thinglink.com/featured) until you find something you want to share. Click the “Share” icon and copy the URL (not the embed code).
2. Next, open up a new blog post. Type up your introductory text, then put your cursor in the place where you’d like to embed the ThingLink.
3. Click “Add Media,” then select Insert from URL from the menu on the left. Paste in the ThingLink URL here, click “Insert into Post,” and the embed should be placed there.

Vimeo

1. Go to vimeo.com/watch to browse public videos. When you find one you like, click the “Share” icon.
2. This time, copy the embed code.
3. Open a new blog post. In the upper right corner of the composing area, you’ll see two tabs: One says “Visual” and the other says “HTML.” Click the HTML tab and paste in the embed code.
4. Click back over to “Visual” mode and type up your other text before and after the embed code that has been created.

SlideShare

1. After you choose a presentation to share, click the embed symbol (< >), but instead of copying the embed code, copy the WordPress shortcode. (Some tools have created their own special codes just for WordPress embedding.)
2. After opening a new blog post, just copy the shortcode and paste it right into the visual editor and proceed with the rest of the post; no need to switch to the HTML view.

Using your Bin and Backchannel:

*During this module, you can use your **bin** to share drafts of your blog posts, and your **backchannel** to discuss tips and tricks for embedding or for finding good resources.*

Suggested Criteria: Module 4 Task

These criteria are provided to help you assess the quality of your work in this module. You can use them to self-assess or peer-assess. If you are an instructor using these materials for a graded course, the Rubric Pack that came with this course lists these criteria in a preformatted, editable rubric.

Satisfactory performance on this task meets these criteria:

- Successfully embed items from ThingLink, Vimeo, and SlideShare so that they operate within the WordPress site (as opposed to just linking to them).
- Each item has been embedded within its own separate blog post, labeled with the category "Tech Practice."
- Each item includes correct attribution to the title of the work and the content creator, with a direct link to the location where the original item came from.
- Each blog post contains a link to the general site where the content came from and a description of what that site or tool does.
- Each blog post contains a description of how that type of content/tool could be used in the classroom.

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