Speaker 1:   [00:00:00] Originally, when I thought through the lesson, I don't think that I made the connection of the grander purpose, but as I went through it with the students today, then just questions that they asked and just the way things flowed then I think I did connect it. We started off with reviewing. What have we done so far? Then asked them what's our grand purpose. What's our semester project? Our semester project is do the newspaper. What have we done so far? They've searched for the newspaper, they've looked at it. They're looking at the parts of the newspaper. Then we introduced the [inaudible 00:00:48] which is a family, religion, economics, politics, and arts. The different categories from which we're going to look at the culture and the different articles that they're going to write. They got that and then I said now we're going to introduce my maps and then we talked about my maps and we showed my maps. Then I asked them how does the maps activity connect to the essential question? Then how does this activity connect to that grand project itself? The students. I found that if I give them too much information at once, then they don't pay attention anyways. It just becomes overwhelming.

There's a definite balance between giving them the end goal and then giving them pieces along the way. That connection back to it is really really important and as I go through this, through the years and designing new projects. I have to always remind myself that me when I'm designing the lesson, I see the whole picture. I see the whole grand scheme, but the students, they only see what I give them. I have to help them be privy assure with them, my end product, my thought process, and then [00:02:00] share with them how each of these activities connect. If I just give them the answer then that's not helping them to be engaged. Today I asked them, why are we doing this, like how is this, what do you think? How is this going to connect? We asked how do maps showcase history and culture? They gave me some answers and then I kind of asked well how is this going to apply when we do our pacific islands.

Then they were able to say stuff like oh well maybe we'll map the migration of the travelers or maybe we'll map out different ruins on the place and then pull up picture of them so you can see it. Just starting to make the connection. I think that I did the balance well. I really just came up with that today as we were running through the lesson because in my original planning, that wasn't a question that I had thought to ask. The students, they really guide, if you listen, they really guide your instruction. IT's really important to constantly encourage them to give you feedback and then to constantly pay attention to places of confusion or places where they might not fully be connecting what you want them to. You can always stop and go back and change which is what we did today.

The best part of my instructional practice was going with the flow because things just kept going wrong. The students and I have a good relationship. We've built that from the very beginning. I try to build community first. IT's very important. I try to build respect first. I also try to make sure that they understand that I'm learning with them and I have a certain skill set and knowledge set that they don't have yet but still I learn from them. We're a team [00:04:00] versus me just being a dictator in the classroom. I

think that if you salvage that type of relationship with the students, then when you make mistakes or when things go wrong, they're a lot more forgiving. Instead of them trying to trip you up, and tease you and catch you and ah-ha, they just roll with it. I think the nature of the lesson being on a computer is them getting to play with the maps. I think that they were able to be engaged already so that was okay. I mean, it really was in the beginning. Those poor students, everything that I asked them to do, it wasn't working. We tried and we tried and we tried and then we just got into the maps.

They were very patient and they were very respectful and they just rolled with it. For me, being able to say oh I made a mistake, admitting that right away because the kids don't care if you made a mistake. What they care is if you're making a mistake and they know it and you're trying to cover it up. Because we call them on their mistakes all the time. I also like it when the students teach me something or share something or point out something that I didn't do. I just will admit it like ugh I didn't send the form, oh my gosh. They found the responses that we need to import data from but didn't have the actual form. It took a while for me to be able to get into my account and resend the form so I had to try and think what am I going to do now? What am I going to do now? I think because I prepped up the lesson pretty well that I could just jump from one thing to the next thing to the next thing. That's really important. It's important to have your end goal and then when everything was really falling apart, I just thought what do I want them to do? I just want them to play with my maps so let's just let them go.

I said just forget about everything, just jump to my maps. I think based on the tutorial and our discussion ahead of time, they already kind of [00:06:00] knew that they were going to be plotting certain things and so a lot of them just jumped right into it. At one point I had said, okay start plotting places that you've been. I checked back in with them and I said okay you should have three so far and they were like what? Three? I'm like it's okay if you don't even have three yet. They're like no! I'm like how many do you have? I have six already! I'm like well that's great! I'm not going to fault you for having more. I think in the end even though I felt like everything was falling apart around me, the kids, they got what I wanted them to get. They were playing with Google Maps. They were figured out how to put the place marks. We'll just go from there. We'll just build on it tomorrow.

Organization was extremely important today. Originally, I had gone to even before going to the Google Geotech Institute, I had played with Google Maps at a previous institute with them and I knew oh this should be great! I want to just try it! Oh just throw the kids on a computer and they can just go with it. I went to the tech institute. I went to the workshop and he gave me literally exactly what I wanted to do. Mapping out the [inaudible 00:07:18] islands, having different data cells that they're going to enter information to and so I was like yeah this is great! I've already done it! I can just go for it. This weekend I started writing everything down and trying to figure it all out and then I was surprised at how there was so many little thing that I didn't know. Because I had to think okay how are the kids going to know how to do this? Have I told them? Is it something they can easily figure out? Is there something that I need to supplement for them? That organization in the planning is so critical even though I felt like I knew what I wanted them to do.

I've personally been exposed to it. I had to look at it as the teacher. What do I need [00:08:00] to say from them to be able to get access to these different things? What do I need to provide them? What steps am I going to go in? Am I going to give them directions first? Am I going to let them just go with it? How am I going to engage them? What do I present to them first? In the end I decided that although I've played with my maps for a while now, most people, and especially the students, I think haven't' played with maps in this context. I felt that I think that they do need the tutorial. So I gave them the tutorial six-minute video so at least they were exposed to what it could do. I found they didn't know because the guy dropped in a place marker and they were like wow! Then he brought another; wow! It's things that they had never seen before. Showing them, giving at least that basic tutorial is important. I had the slideshow with directions. Step one, step two. They actually didn't access it because we couldn't find where it was. They couldn't' get to it.

I think it's important to have that and I'm going to show it to them tomorrow but for today they didn't have that, but I had that. I knew what my steps were and I knew what I wanted them to do specifically. Even though they didn't have that tech and they didn't have that worksheet in front of them, I could tell them. Okay guys, let's work on this now. If you've gone this far, that's great. Try working on this now. I knew what I wanted so that I could keep the lesson flowing throughout the period and not everybody gets stuck.

Classroom management for this lesson. We first started off in whole group in front of the big screen. I think they were all engaged. When they were walking in, I did give them directions like get your composition book and have a seat close to the front. You've got to be very specific with the students on what you want them to do because if I just said go on and sit down then they would have all gone to the very back. They might have already [00:10:00] gone to the computer, different things. Just very clear and purposeful. Have a seat. Once we were here, then we started with the instructions and they all were engaged. They were all respectful. The way that the desks are set up, some students naturally were facing away from me, but they had turned their chair so I didn't have to really address that. Had students not been facing me then I probably would have said hey can I have everybody's eyes. A trick that I used with them in the past when they were doing this and kind of cheating and then going right back is I would tell them I need to see everyone's knees. Right? You can't have your knees under the table facing away from me so they physically turn their body around, but I think from the last time they were used to that so they're all pretty good.

Then we got into the video. After the video is done, we had discussion and when they were talking, this one particular group was really great with it, but then when somebody else is trying to talk then they weren't so I had to remind them. Sometimes what I'll do is I'll ask the student who is speaking to stop and then I'll apologize because I like to model that and I'll say I'm so sorry I need to interrupt you, I'll address the behavior and I'll ask them to please show respect or I'll say gentlemen you need to focus on our... Someone else is talking. When we do the [inaudible 00:11:19] it's very easy for vocal students to always be the one to answer so I'll usually tell them oh I need to hear a new voice. I'll, definitely if somebody's raising their hand and they've gone a few times, I'm like oh

thanks so much, but I'd like to get a new voice. Or I'll say oh I heard from this side of the room, let's try this side of the room. Always honoring the child who's trying to participate but then also giving the kids who haven't spoke up yet a chance.

Definitely aware that some kids need a little bit more time to process. Another strategy that we use was I gave them a question, have them think about it, and the kids who are ready are like right away jumping up and I said hey [00:12:00] let's do a table talk first. Talk amongst yourselves at your table then we're going to share. I usually tell the students exactly how many voices I want to hear so they know because if you just say oh can somebody share then they'll just wait. One person shares and they think okay we're good. I like three. Three is my magic number. I will tell them I need to hear three voices before we move on. IT's a clear expectation and that way they know we've only heard two, she's not going to move on so I better volunteer.

Also when you do the small group talking like that then I encourage them to not only share their personal opinion but if they heard a good one at the table. I tell them to honor that someone might be a little shy about sharing so I give them the phrase at my table we had a really great discussion and this is what we said. They can kind of preface it that way, honoring the voices that were heard at the table but also keeping, if someones shy or they don't want everyone to know that that was their answer, honoring their privacy as well.

Moving to the individual stations can get crazy, I think, because it was a novel thing and they were all really excited about it that their behavior was really good. I've had had other times where they get off track and stuff so what I do to set that up is I have my Google Ninjas in one section and those are the kids who are very confident. They're not going to need much help and then the kids who need a lot of help or they're novice or they're nervous or they're unsure. I ask them to sit in another area just so that I can help them. Physically, I'm closer to them so I can help them quicker. The ninjas, I can do a quick pass. The way the lab is set up in here, I can't see all the screens at once so I do have to do a lot of walking around like just to see where everybody is. If someone's not on the screen that they should be on, then they can address [00:14:00] them right away. Usually they know. They're like oh it shut down on me or oh I got lost but so-and-so helped me.

Then they get back on track right away and then they're some who are truly stuck. They're just shy or they want to be invisible. Just by walking up to them I can see right away okay what's going on here? Do you need help? I try not to be accusatory like you're in the wrong place, but ask them oh hey are you stuck? Did you need some help? Because it may be that the computer is slow, that they got to the wrong place but now they do know where they're going so I allow the students to kind of explain what's going on and then see if they need help. That way, when I do come, they're not so defensive. If the teacher always walks around the room and is always scolding people for scolding people for being off task, then they get very defensive. Once you triage everybody and you get that then I can kind of walk around and see cool things that are happening or the students will make comments and then I can address it and if it's something that I

think everyone needs to know then I always will say hey so-and-so had this great comment.

Grace today she lost her map and she was freaking out because she couldn't figure out where it was. She went to Google Drive and she's searching her Drive and she couldn't find it. I had a realization right there. The students are so used to everything automatically saving to Google Drive because it's Google, they thought it would be there. That was a great feedback for me because then I could address it to the students because I didn't even think to tell them your map doesn't show up in Google Drive.

I think that the students were very engaged. I think it actually worked out better than I thought it would even though it fell apart because it just showed that the students are very flexible. They're very patient. They're very respectful. They all tried to do what I was asking them to do and it wasn't working and they were trying to [00:16:00] be very helpful. Oh is this it? Oh I think it is this! They were trying to be very helpful so that was really good. Once they were able to just go play with My Maps, just their voices. Their enthusiasm. Look at this! Oh my gosh! It was really cute to see that them checking out different things. The places that they chose to look at; that was very interesting. I think because it was purely all about them that the engagement was really high.

Because we set it up in the beginning that the reason we're playing with this, we do have a grandeur purpose but we need to get our skills down. I think they understood that this is fun. This is all about me today but I'm going to need these skills when I go to do my real content map. I think students appreciate that because they have a chance to build the skills that they're going to need for something that they turn in for credit that's going to count. Then they're able to build confidence in the technology that we're using. That eliminates some of the stress that they may feel when they're trying to turn in a project. Because we assume that the kids are good with technology just because they have their phones and they can text and they do all the video games, but when it comes down to technology for education, they really are not that savvy yet. They do get nervous and then I think they expect themselves to be really good at this because they're good at other tech and then when they find they don't understand something, for some of them, they're very quick and they can figure it out right away because they're used to something similar but for a lot of them, they're not able to make that connection where if I had a video game, I would just keep playing until I figured out how to master the level.

Well I have an educational app that I'm using. I'm just going to keep playing with it until I figure it out because they're always so stressed about I'm going to get graded. I'm going to get graded. The fun activity that we did today made it a lot easier for them and then now we're going to incorporate [inaudible 00:17:54].

[00:18:00] I'm going to keep it. I like it. I like the way that we introduced Maps like this. Definitely going to make sure that we have everything ready ahead of time so that the students don't have that pressure of things not working and it not flowing properly. I think they enjoyed it and I think once we get started with My Maps and we figure out how to use it for content, then we can use it for a lot of other things, too. It doesn't have

to be the major purpose of the lesson. It could just be an added element that they're using just to enhance visually their information. Also, perhaps instead of a written report, they just put it in, the data sets, and the text, and the video, and the images.