

Technology Integration
Reflection Journals
2019-2021
Examples

Share your top three examples of how you used technology to allow your students learning to be connected, collaborative, creative, and/or personal during 2019 - till now. See directions below.

Example 1

Grade 10,
Explorations of Trigonometric Models and Sum Identities
Description
-Students were placed into teams and using their **MacBooks**, they were tasked to explore various trigonometric models using the program "Geogebra".
-Students took notes and collaborated on their findings
Reflections
- This was a fun break from our routine and students generally enjoy these explorative tasks.
- Students have already used Geogebra on a host of occasions so creating/manipulating variables via this program is very intuitive.
- Students will often **Airplay** their screens onto board to ask questions. This gives the entire class a view into how they constructed their functions, how they are manipulating their variables, and how they arrived at their conclusions.

Example 2

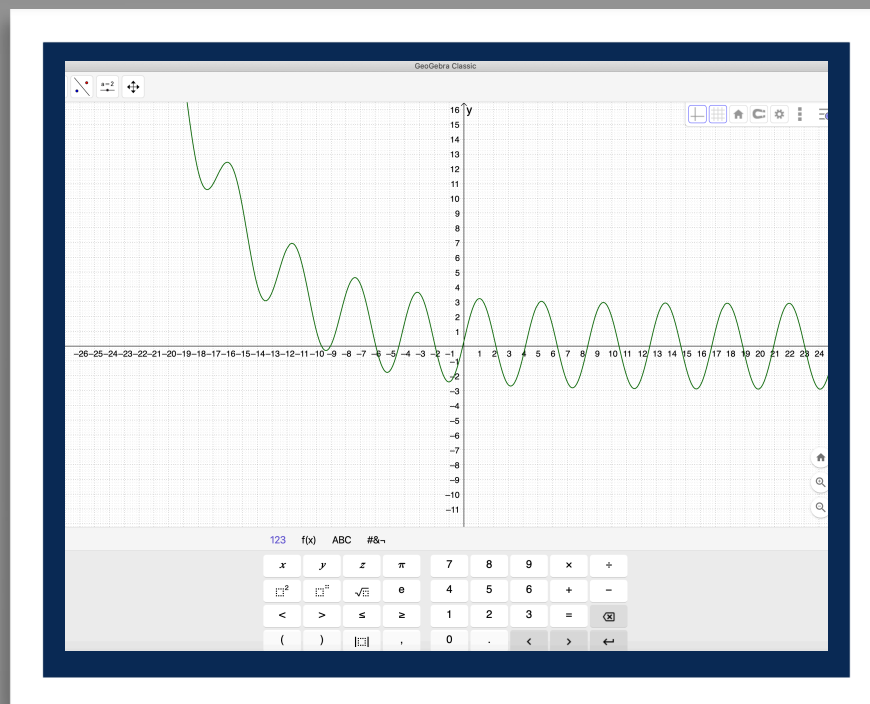
Grade 10, 11,
Project on Finding Challenging Distances
Description
- Teams were challenged with determining the length between to assigned objects without using any measuring tapes, rulers longer than a meter, and no technology/apps. (An example distance would be from the top of a pine tree on the west-side of the Micah building to the closest corner on the Crossroads Baptist Church main building.)
- Teams were given two entire weeks to create a plan, take their measurements, and present their findings.
Reflection
-This was an amazing project and the students had tremendous fun running around outside taking measurements!
-Students kept their notes and collaborated constantly on
Keynote.
-Presentation rubric was provided/used to grade each team.

Example 3

10th Grade Chemistry - Pigment Lab
Description
- Teams were assigned a legitimate inorganic pigment (currently or previously used) and tasked with synthesis of a minimum of 10 grams of their pigment.
- This included constant collaboration on research and development of the pigment included safety and all necessary chemical reactions. (Many teams would spend nearly two weeks with several reactions to ultimately create their pigments.)
- The project included three checkpoints where each team had to present their findings/data at each point.
Reflections
- This lab was always the highlight of the year everyone.
- Each team was given 3.5 weeks to complete the task and involved collaborating constantly via Pages where they would share their ideas and post their discoveries.
- The culminating moment occurred when, at the very end, each product was ground into a proper pigment and they would create water-based paint, egg tempera, and oil based paint, test their efficacy, and ultimately just paint away!

Directions

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	presented in a logical order, but not generally easy to follow.	Presented in a logical order, but not generally easy to follow. Some text is acceptable.	Presented in a logical order, but not generally easy to follow. Some text is acceptable.	Presented in a logical order, but not generally easy to follow. Some text is acceptable.	Presented in a logical order, but not generally easy to follow. Some text is acceptable.
Side Creation	Presentations are mostly text and graphics. Presentations of two or three slides are acceptable.	Presentations are mostly text and graphics. Presentations of two or three slides are acceptable.	Presentations are mostly text and graphics. Presentations of two or three slides are acceptable.	Presentations are mostly text and graphics. Presentations of two or three slides are acceptable.	Presentations are mostly text and graphics. Presentations of two or three slides are acceptable.
Side Transitions	Transitions are mostly text and graphics. Presentations are mostly text and graphics.	Transitions are mostly text and graphics. Presentations are mostly text and graphics.	Transitions are mostly text and graphics. Presentations are mostly text and graphics.	Transitions are mostly text and graphics. Presentations are mostly text and graphics.	Transitions are mostly text and graphics. Presentations are mostly text and graphics.
Diagram, Image	Images/diagrams are present, but not clearly labeled. Diagrams are present, but not clearly labeled.	Images/diagrams are present, but not clearly labeled. Diagrams are present, but not clearly labeled.	Images/diagrams are present, but not clearly labeled. Diagrams are present, but not clearly labeled.	Images/diagrams are present, but not clearly labeled. Diagrams are present, but not clearly labeled.	Images/diagrams are present, but not clearly labeled. Diagrams are present, but not clearly labeled.
Mechanics	Spelling errors are present. Grammar errors are present. Text is not clearly written.	Spelling errors are present. Grammar errors are present. Text is not clearly written.	Spelling errors are present. Grammar errors are present. Text is not clearly written.	Spelling errors are present. Grammar errors are present. Text is not clearly written.	Spelling errors are present. Grammar errors are present. Text is not clearly written.
Measurements	All measurements are present, but not clearly labeled. Units are not clearly labeled. Significant figures are not clearly labeled.	All measurements are present, but not clearly labeled. Units are not clearly labeled. Significant figures are not clearly labeled.	All measurements are present, but not clearly labeled. Units are not clearly labeled. Significant figures are not clearly labeled.	All measurements are present, but not clearly labeled. Units are not clearly labeled. Significant figures are not clearly labeled.	All measurements are present, but not clearly labeled. Units are not clearly labeled. Significant figures are not clearly labeled.
Presentation Skills	Presentations were delivered well. Eye contact was maintained.	Presentations were delivered well. Eye contact was maintained.	Presentations were delivered well. Eye contact was maintained.	Presentations were delivered well. Eye contact was maintained.	Presentations were delivered well. Eye contact was maintained.

PHASE 1: SYNTHESIS OF A PIGMENT

This phase is where you will hone your understanding of your pigment, various reactions available, laboratory techniques, various equipment available to you, and the nature of the process you will employ in synthesizing your pigment. **This phase must be complete and signed off by me in order to proceed to PHASE 2.**

As you develop a plan to synthesize your pigment, it is very helpful to understand some general reactions to assist you. As you work through this content, it is important you remember these types of reactions are available and may just be the key in helping you synthesize your pigment.

Double Replacement Reactions:
Double replacement reactions can be very useful in preparing numerous compounds due to the necessity of at least one product being insoluble. For instance, if we precipitate a desired product, we then can separate it from the rest of the solution easily. The same though is also true for aqueous product as we can easily separate a solid from an aqueous solution.

1. Write the balanced chemical equation between cobalt(II) nitrate and sodium hydroxide.
2. What states are necessary for reactants in a double replacement reaction? Should such reactants be soluble or insoluble?
3. Determine two soluble reagents that you expect could produce copper(II) acetate. Write the balanced chemical equation according to your two reagents.
4. Determine two reagents that you expect could precipitate silver sulfate. Write the balanced chemical equation according to your two reagents.
5. Suppose you require a solution of sodium nitrate yet unfortunately do not stock this reagent. Develop



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Involves working with others to build relationships, co-create with shared purpose, and express ideas that support team goals.



Creative

Empowers everyone to explore and discover the world, make mistakes, find solutions, and express their ideas and understanding in original ways.



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Technology Integration Reflection Journal



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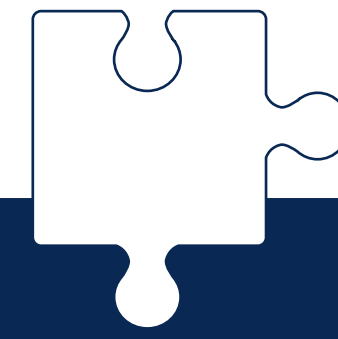
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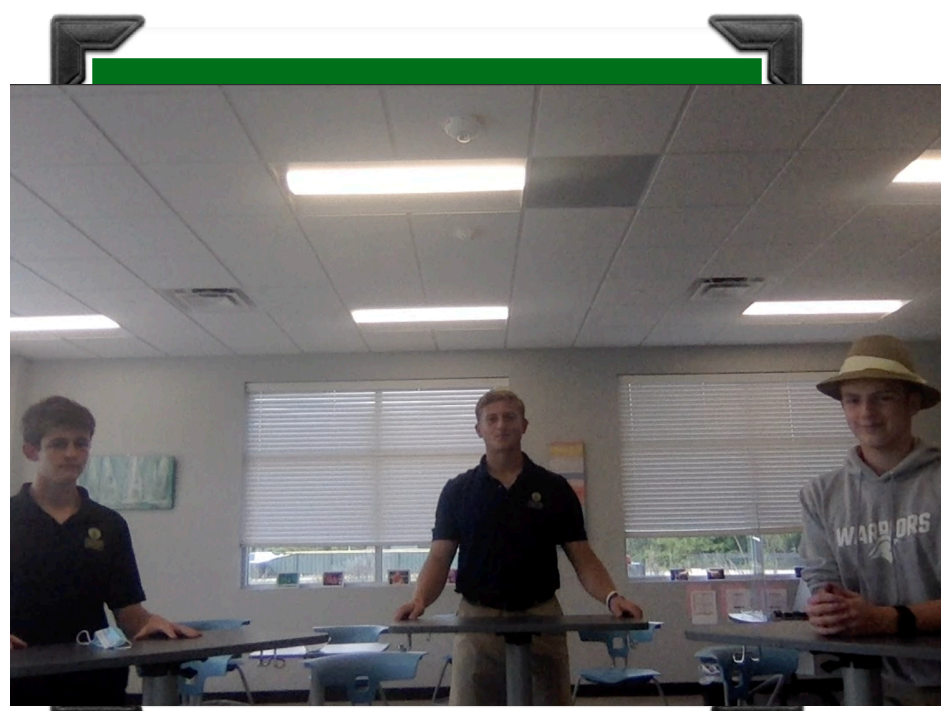
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Technology Integration Artifact: Example 1

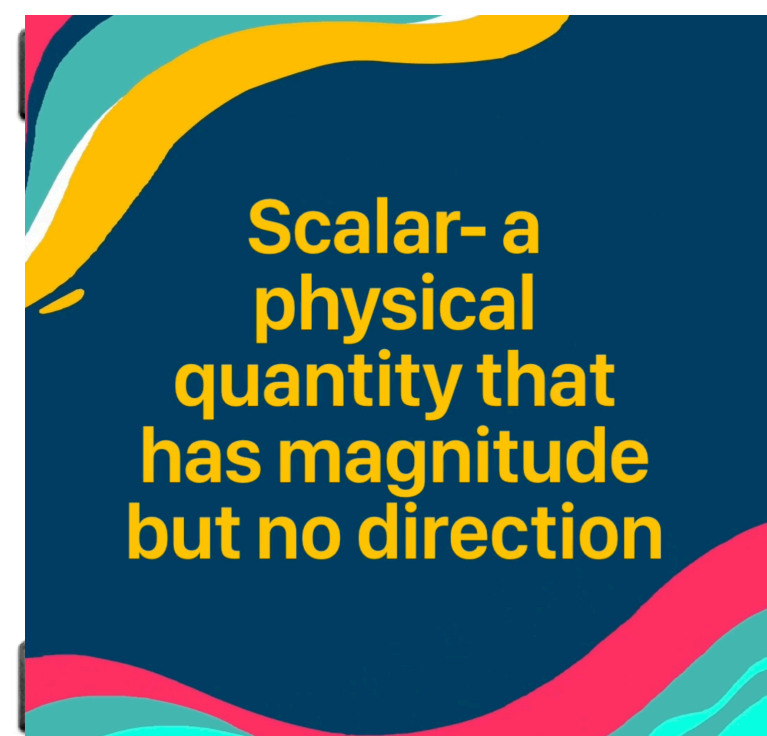
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Example 1

In this physics mini-project, students in groups of three were tasked with filming a lesson on projectile motion, editing it in Apple Clips and then playing it for the class. The students could do a standard lecture-style lesson, but many groups decided to deliver the information in a gameshow format. They had to include certain projectile terminology, showcase a problem being solved and include a biblical connection to projectile motion (such as David and Goliath's story).



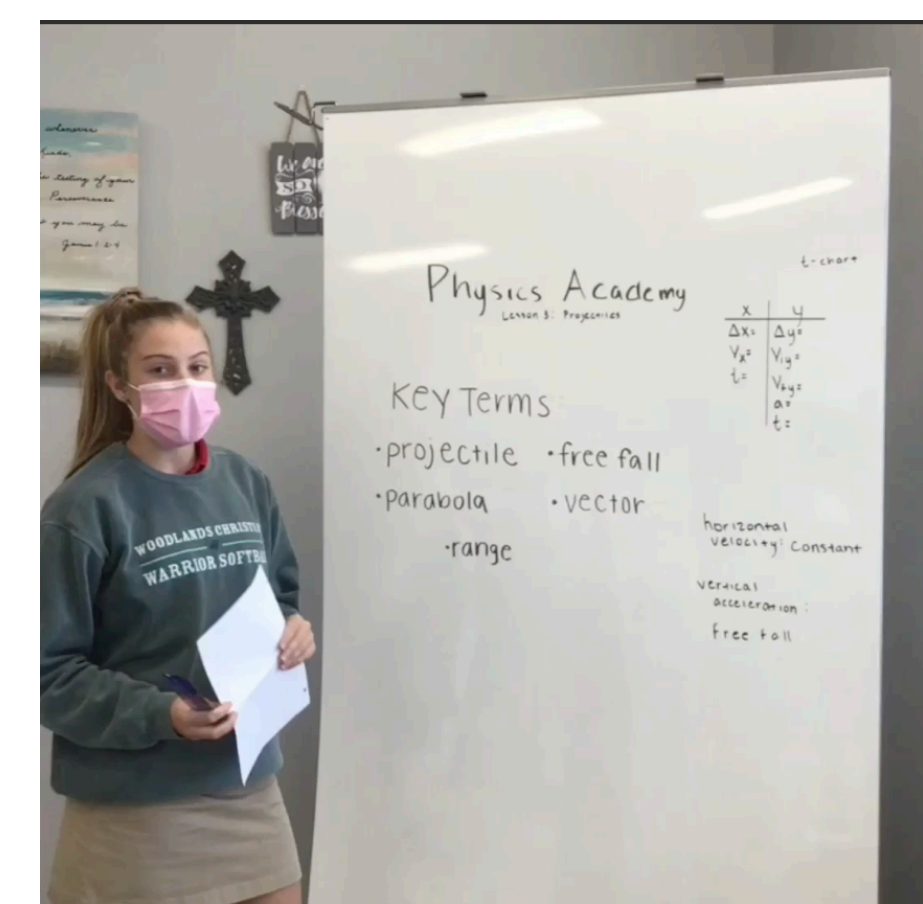
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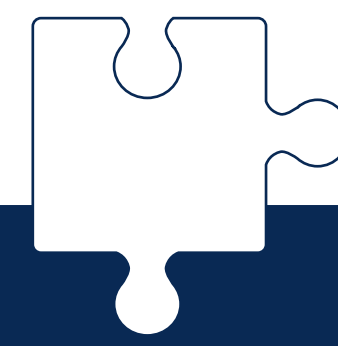
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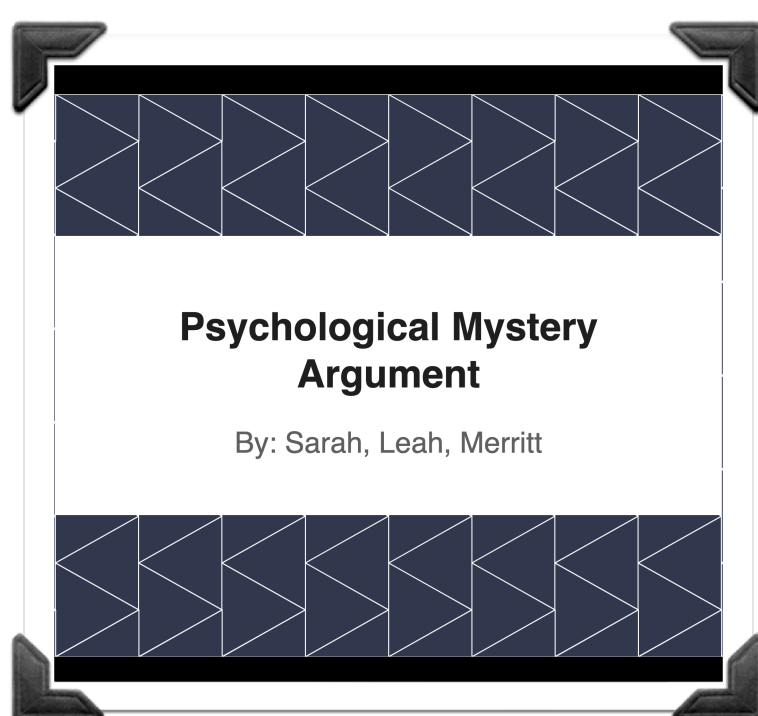
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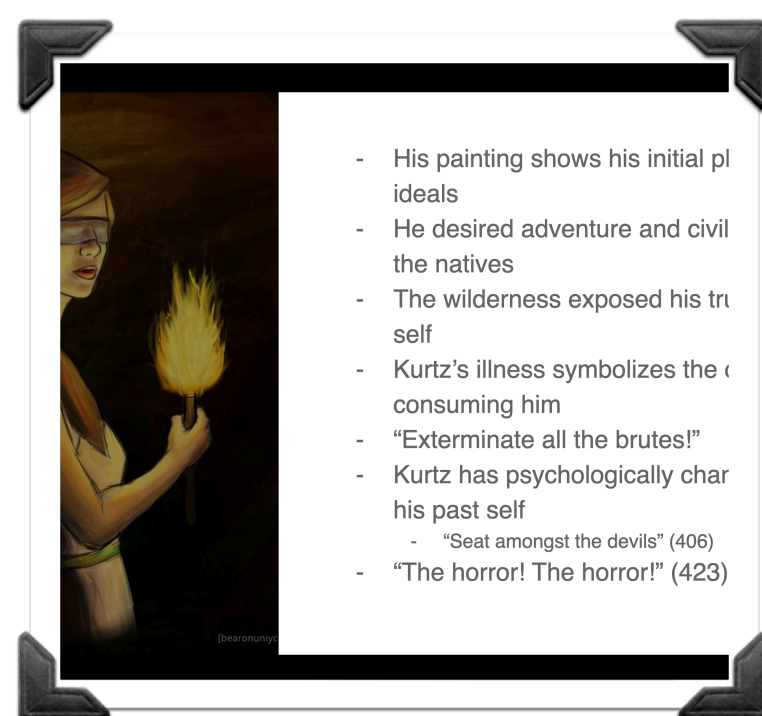
Example 1

Teaching a high-level thinking course such as AP LITERATURE and COMPOSITION requires that students retain copious amounts of information and learn multiple forms of communicating what they learn. The images below show a sample of a group assignment done on Keynote. Students were at liberty to chose their presentation platform and this group chose keynote for its ease of use, the ability to synch their work from multiple devices (including their iPhones) via iCloud, and its customization features.

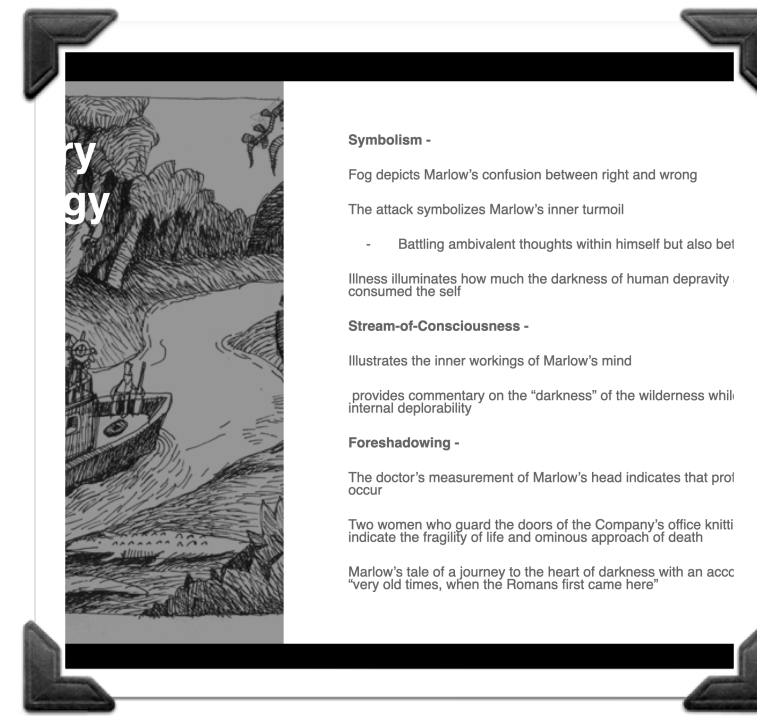
In my courses, I use Apple products integrated with other platforms for most efficient functionality for teaching and learning English writing and literature for students in the 11th/12th grades.



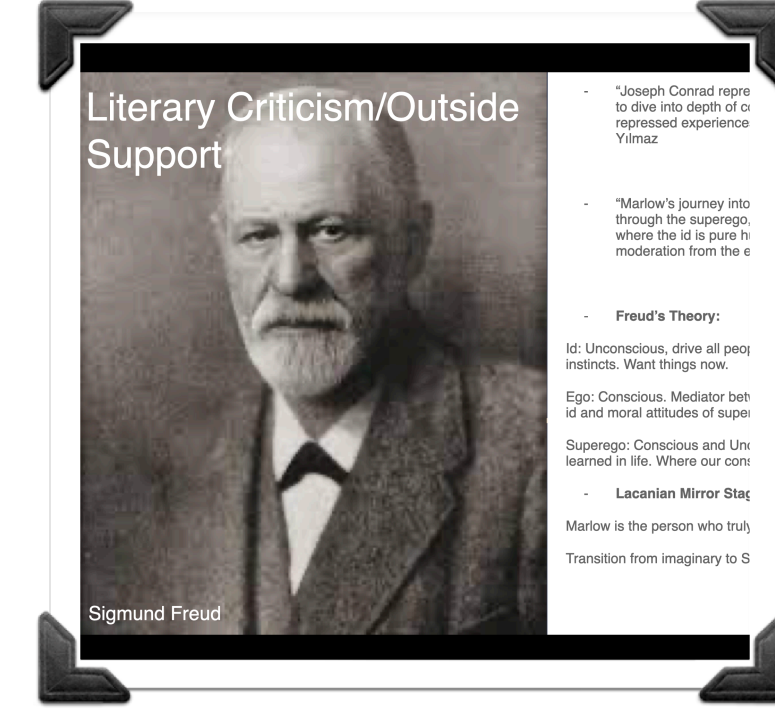
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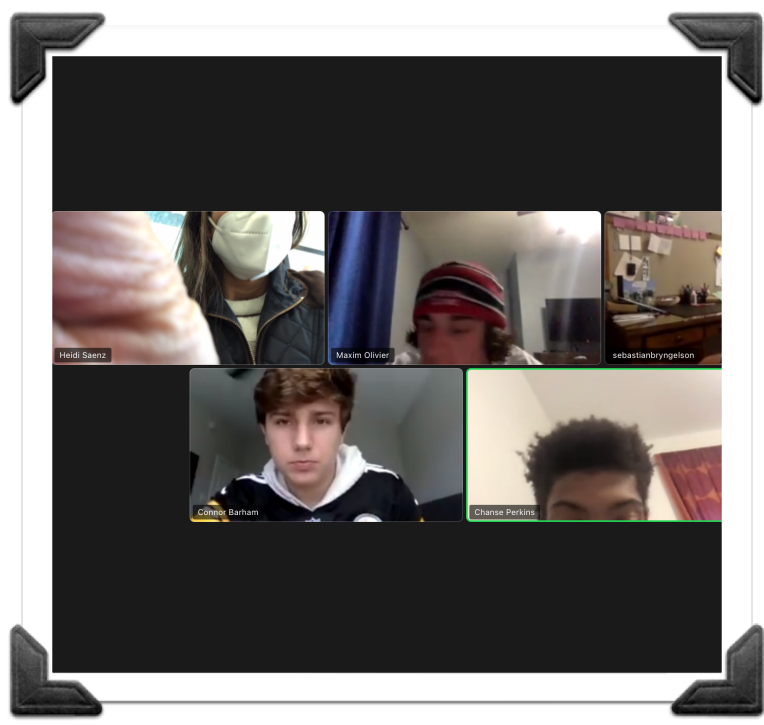
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Technology Integration Artifact: Example 2

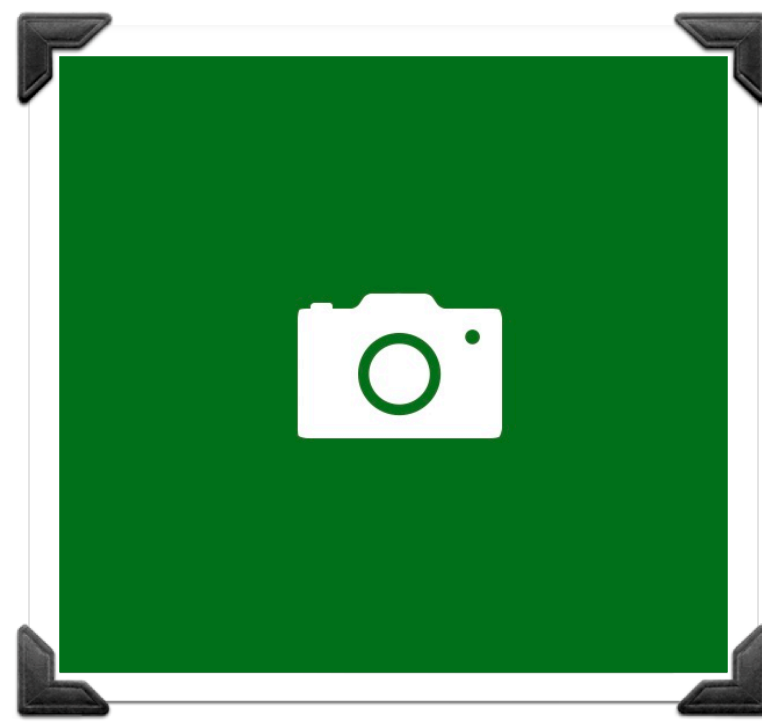
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Example 2

The iPad has truly been my lifeline to my virtual learners. Despite having the privilege of teaching in person this year, there have been several students who have opted to stay home and others, such as the group below who were quarantined for a period of time. Through the use of technology we were able to stay connected, the students could continue to collaborate with each other, and most importantly, they still, each had personal access to the teacher, the teaching classroom, and all the necessary materials to ensure their success in my course.



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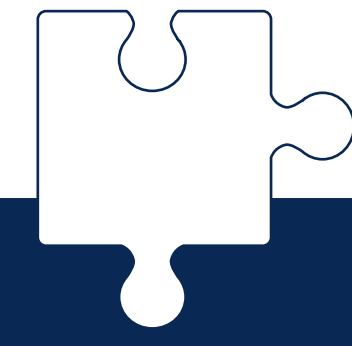
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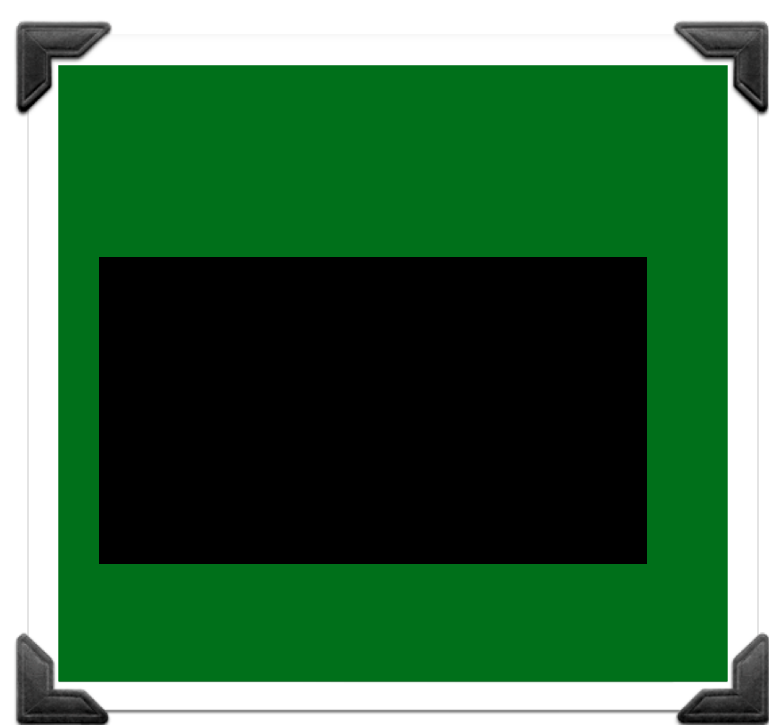
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Example 1

My students' learning of the endomembrane system was both collaborative and creative. In my 9th grade Biology class, students worked in groups to to illustrate the process of protein production, packaging and transport through modeling. They used household materials such as play dough, chalk markers, beads, and pipe cleaners to model the cellular processes. Using the camera function on iPhones, they took numerous pictures of each step of the pathway. They then imported them into iMovie where they assembled them to create a stop motion film. They added voiceovers and text to complete their stop motion film. Some groups even incorporated music and video clips from other multimedia sources to enhance their movie. An example is included below.



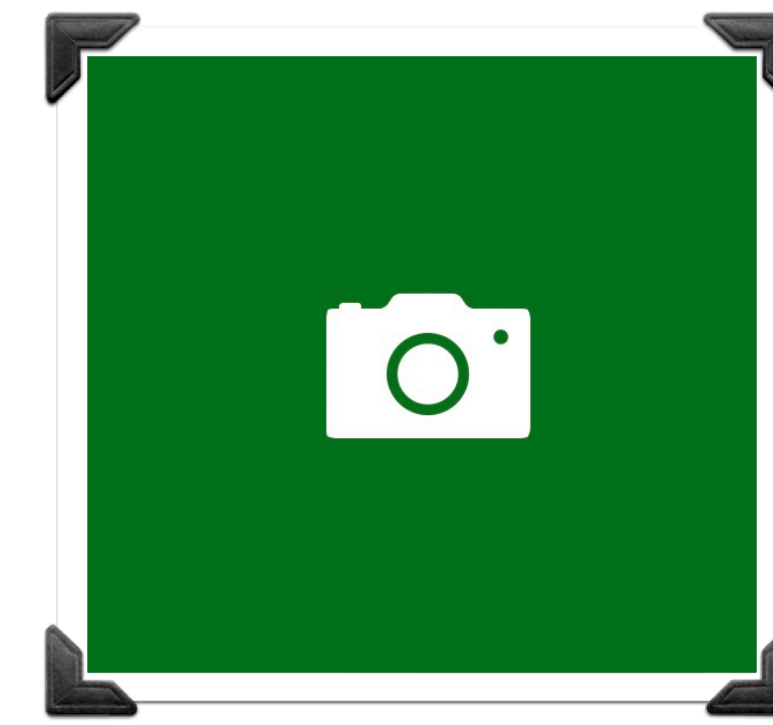
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Example 1

Grade 7: Texas History
TEXFLIX

Description:

1. Students previously learned about the four natural regions of Texas.
2. They took their research notes and created a rubric driven video about their region.
3. The theme was travel channel and called Texflix.
4. They chose a more specific theme from there, a travel partner, and filled the rubric out before beginning.

Reflections:

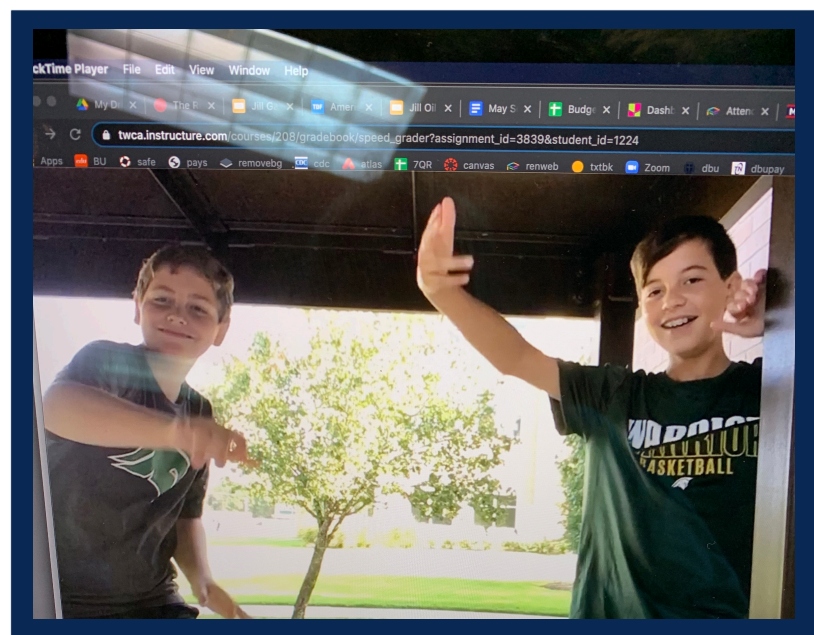
1. This was a fun project for the students.
2. They took their knowledge of the subject and creativity to share with others.
3. They used iMovie to create the video and screen shared with the apple tv screen in my class.

Example 2

Example 3

Directions

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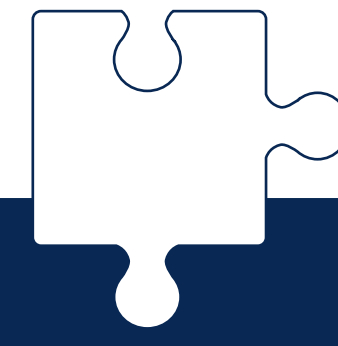
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Example 1

5th graders worked in partners on a Civil War newscast or a create a newspaper. Students researched important events during the Civil War and created newscast. They presented their videos in class. Students reflected and discussed what made their newscasts special and different.

Apps Used: iMovie, Clips, and Pages

<https://youtu.be/cf2VR7IZkko>



5th Grade Civil War Newscast

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Example 1

Students created a video to show their understanding of adding and subtracting fractions. They were able to share their videos with one another so that they could learn different strategies from one another.

Example 2

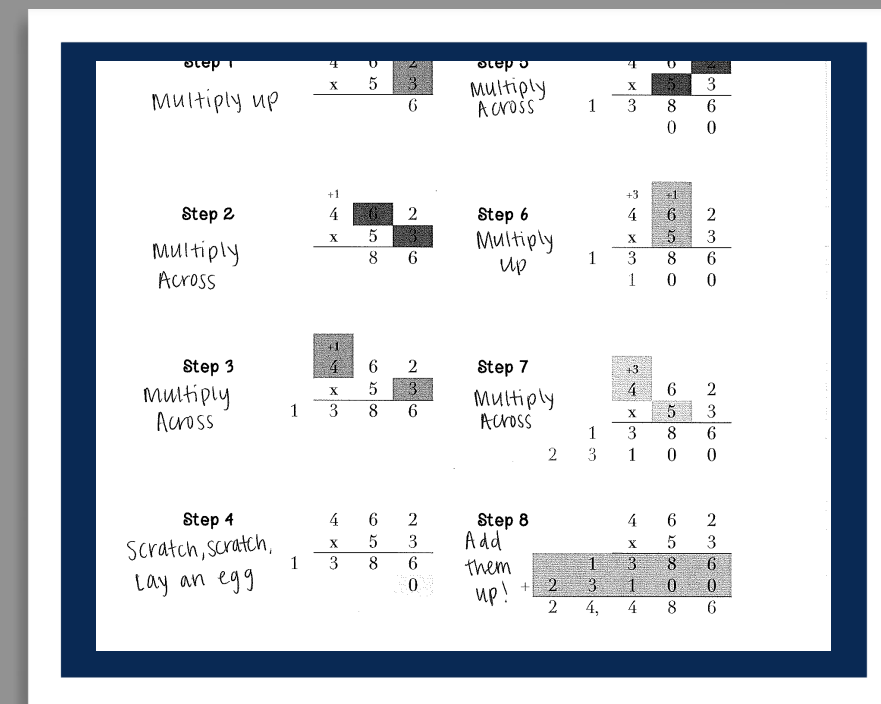
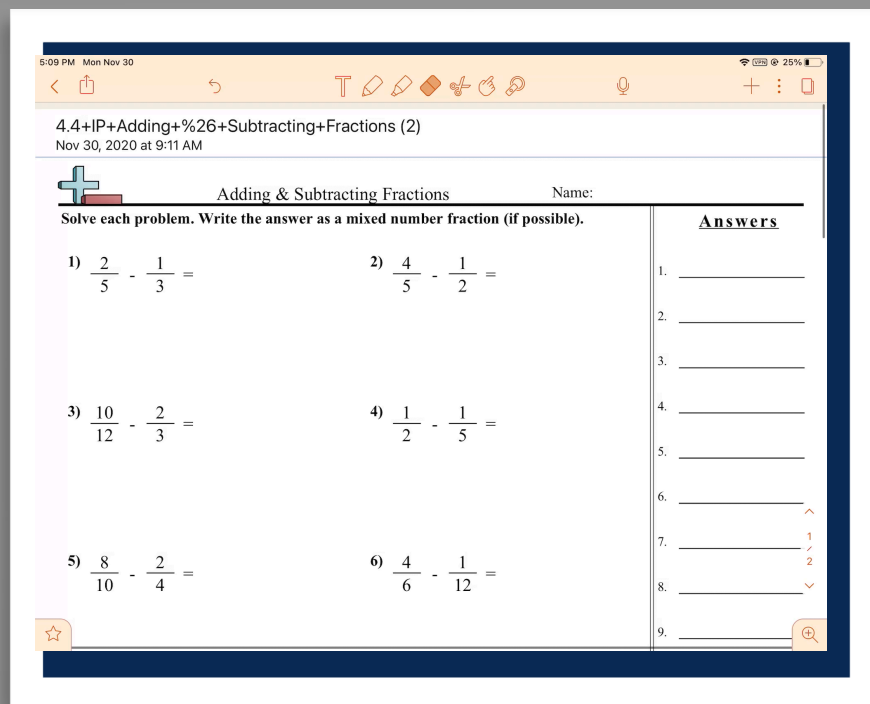
Students used Notability and other internet resources to create a digital poster or what they've learned about a specific book in the Old Testament. Students then presented their poster by screen sharing their iPad to the Smart Board in class. This activity was especially fun for our distance learners to be able to interact with the class and present their poster via Zoom.

Example 3

Students have worked all year to create a Math Journal in Notability. They put all of their notes from class in folders for the specific unit that we are in so that they can easily go back and reference notes that they have taken in class. At the end of a unit, students will turn in their journal entries on Canvas for a grade.

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Example 1

Grade 8 ELA: Growth Mindset Activity

Description

The students had to use Pages to connect a growth mindset quote to our school's Bible verse for the year. They had to include a picture, color, and creative elements. This was my first introduction to them as writers.

Apple Tools Used

The students made these documents on Pages on iPads. This was their first introduction to using Pages on an iOS instead of an OS.

Example 2

Grade 8 ELA: Utopia Group Project

Description

The students had to work together to create a Utopia. In order to do this with both in person and distance learners, the students created a shared PowerPoint (using One Drive) and worked on different elements at the same time.

Apple Tools Used

The students completed this work entirely on their iPads. Additionally, they needed to complete a reflection on Pages.

Example 3

Grade 8 ELA: Heroes of the Holocaust Presentation

Description

The students needed to research a person who made a difference in the Holocaust. After they completed their research, they needed to build a presentation on Keynote, import it into Clips in order to narrate it, and then add an introduction and final reflection video. Finally, the students were able to share their work on a Canvas discussion board.

Apple Tools Used

The students used their iPads, Keynote, and Clips to complete all work.

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In Writing/Social Studies, students created a grade-level Padlet Timeline. Using information that they researched about an influential American, students had to place their character in the correct time interval based on their character's birth/life. Students were required to include a picture, the character's name, the dates of their character's life, and a brief description of their character's influence in the United States.

Example 2

As a culmination to our nonfiction reading unit, students created a podcast to teach others about what they have learned.

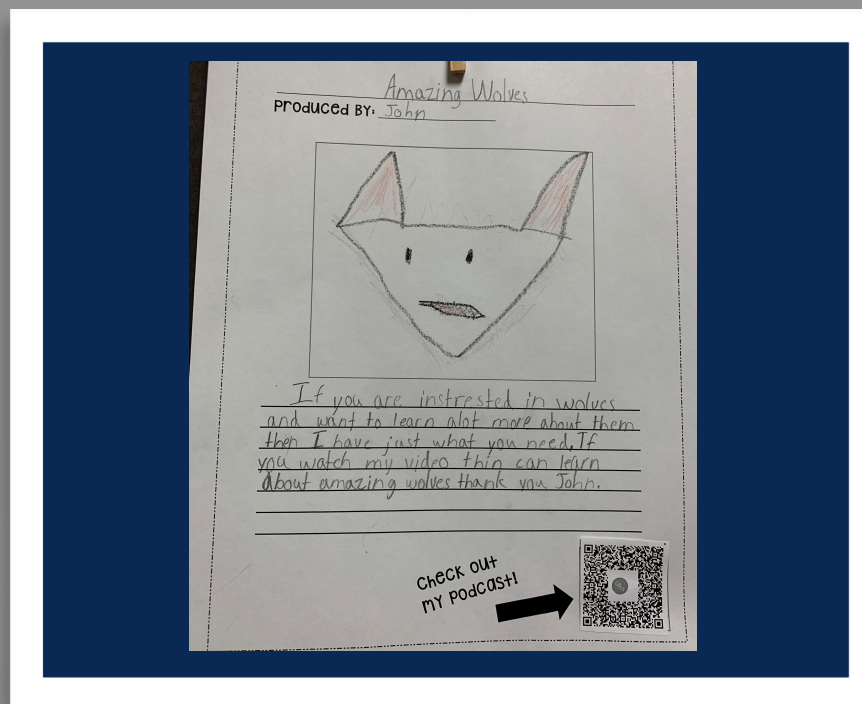
1. Students read both digital and paper expository nonfiction texts.
2. They then took notes on their reading using pages and the post-it app.
3. Next, they listened to an example podcast using the podcast app.
4. Students then used pages to write a script for their podcast.
5. Finally, students recorded their podcast using voice memos.
6. To share, students posted podcasts on padlet and seesaw.

Example 3

In math class, students used a QR code to listen to a review lesson that was made using Clips on telling time to the minute. They used this to review a second grade skill. They then logged on to SeeSaw to complete an activity on Elapsed Time which is their skill for 3rd grade. They were able to explore which strategy they found most helpful (number line, T chart, or using a clock face). Students then submitted their work. They were given individual feedback from their teacher along with any corrections they needed to make.

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Example 1

Second grade collaborated with STEAM and Makerspace to create multimedia animal presentations. Students first selected an animal, researched it and wrote a nonfiction book in writing class. Apple technology and applications used in this stage include:

- Safari-This was used for finding an image for the cover of their book.
- Camera and Photos-The student's then took a screenshot of their picture and saved it to photos. This is where they referred to the image for their cover.

Example 2

The next part of this project included the use of Clips to create videos about their animal. Students imported drawings, photos and clips from other apps (like Chatter Kids) to assemble an informative and entertaining video. Students narrated their video with information they wrote during the research/writing portion of the project. Notes and AirDrop platforms were used to store and share information between teachers and students.

Students were able to be creative in this area as they selected themes, music and graphics that represented their individual style.

Example 3

The final stage of this project allows students to collaborate and provide feedback to their peers. All video presentations will be posted to Padlets which classmates can access and view each other's presentations. We wanted to share these in a Numbers document, but the document limits video storage.

Videos will also be presented in class using Air Play/Apple TV and links to the Padlets will be shared with parents.

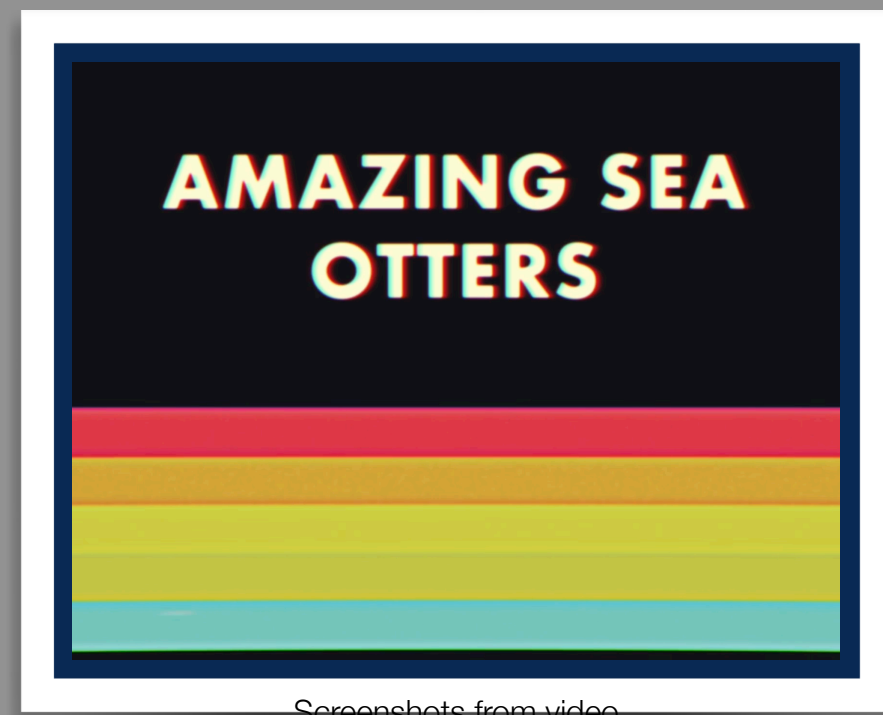
(This portion is still in progress.)

Directions

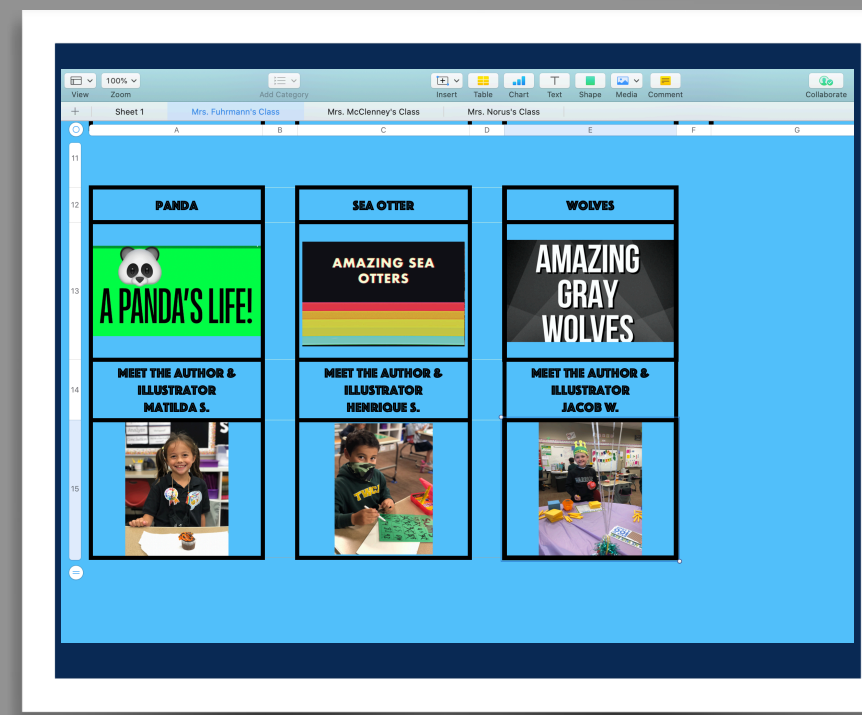
1. Hover over example text box, and begin typing to share each of your three examples. *Tip: Need more space? Change the formatted font size.*
2. Select the photo icon in the bottom right corner. Next, hold the command key, while you select your artifacts of learning, under each example. These can be photos, screenshots, and PDFs. *Tip: Move artifacts to your desktop to have everything all in one place for a smooth upload.*
3. If inserting videos, insert them directly onto this page. *Tip: The picture boxes are not programmed for videos.*



Research/writing stage



Screenshots from video



Connected

Enables access to dynamic, interactive, and media-rich resources that are relevant to the world and support the ways everyone learns best.



Collaborative

Involves working with others to build relationships, co-create with shared purpose, and express ideas that support team goals.



Creative

Empowers everyone to explore and discover the world, make mistakes, find solutions, and express their ideas and understanding in original ways.



Personal

Empowers everyone to determine how they want to learn, how they demonstrate their learning, and how they can make the biggest impact on their world.

Share your top three examples of how you used technology to allow your students learning to be connected, collaborative, creative, and/or personal during 2019 - till now. See directions below.

Example 1

Apple Classroom/Schoolwork:

The fourth grade team asked for iPad Pro devices in the Spring of 2019 and were issued them with the plan to pilot a paperless classroom environment. We used Apple Classroom, Schoolwork, and Notability to push assignments, convert interactive student notebooks and other paper handouts to pdfs, and manage/monitor student progress. It was miraculous and providential that we chose to pioneer the change during the 19-20 school year because it allowed us to have a seamless transition to distance learning during the COVID-19 Pandemic quarantine.

Example 2

The fourth grade students have published a collaborative Apple book two years in a row. As a final activity for our opinion writing and traditions reading units of study, we shared our favorite holiday traditions and recipes as a gift to families and our community. In 2019, we also had a cookie exchange with recipes from the book.

View the 2nd Annual Traditions book: <https://books.apple.com/us/book/twca-4th-grades-2nd-annual-christmas-recipes-traditions/id1545665240>

Example 3

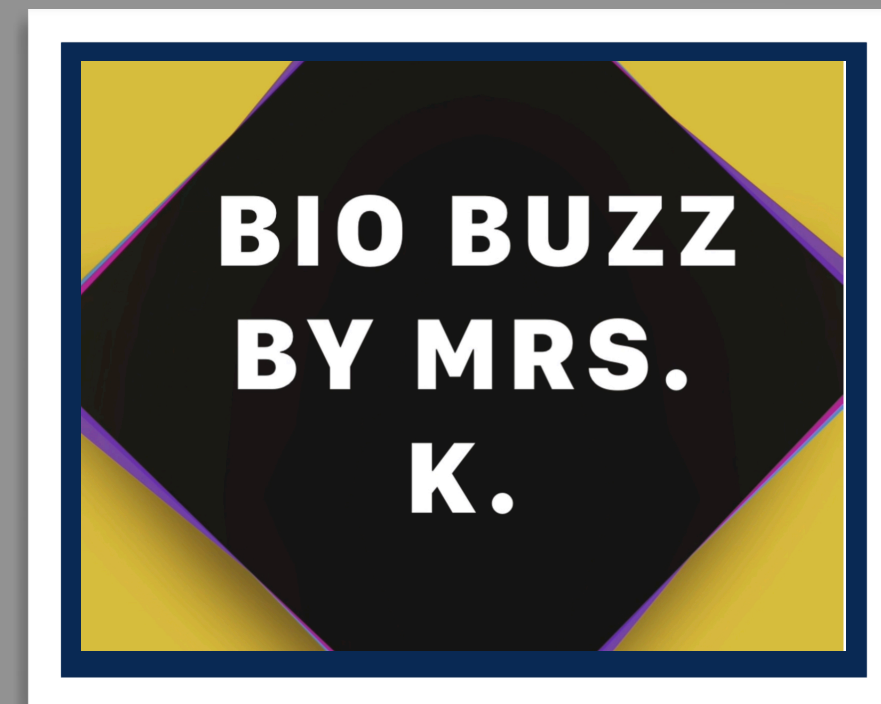
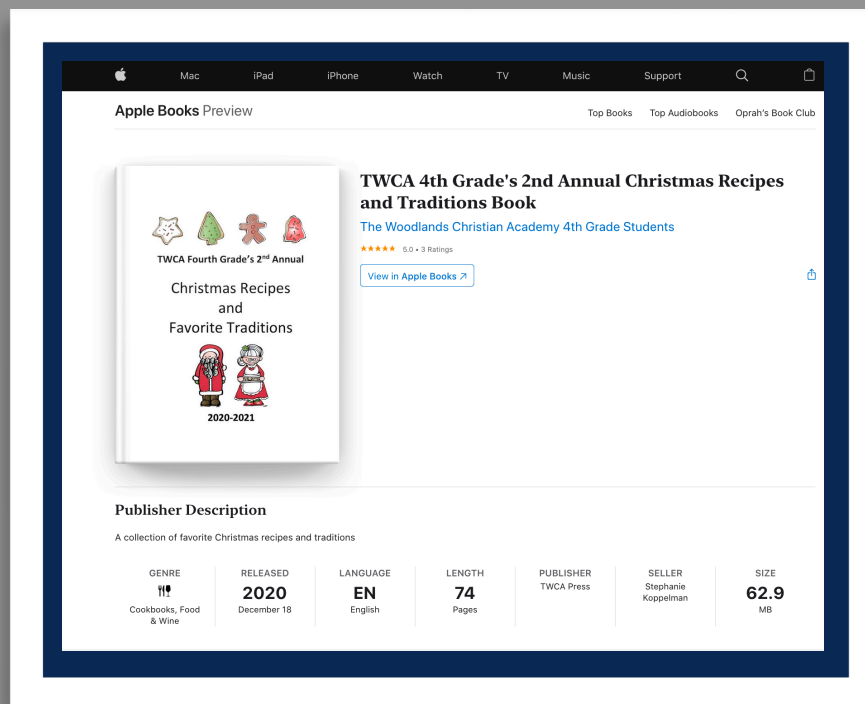
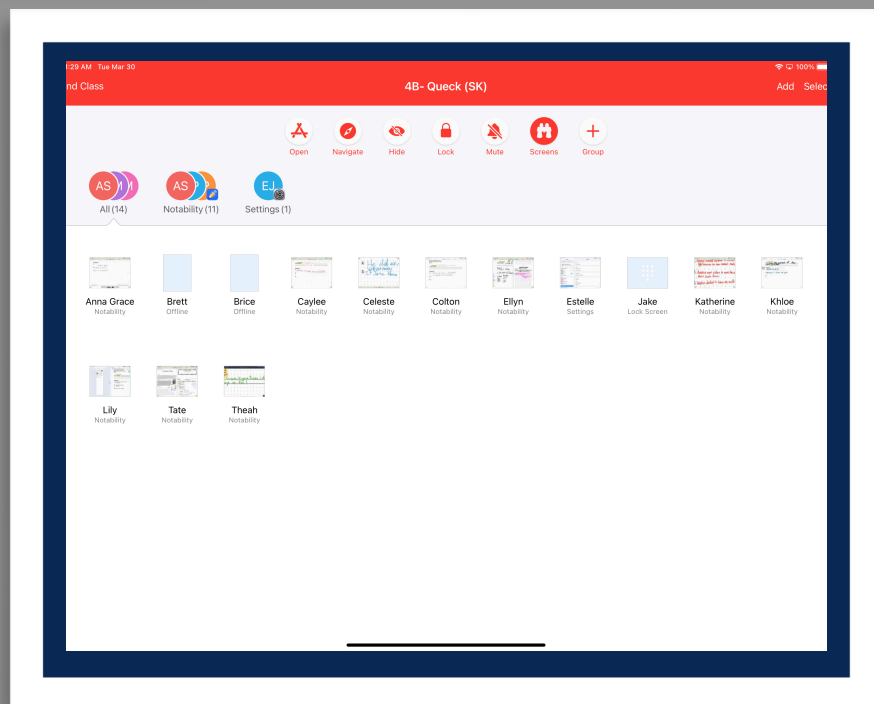
Numbers:

I created a collaborative Numbers document and shared it with my students so that they could use it as a hub to collect evidence of learning for the duration of our Biographies unit of study. Students kept a reading log there, posted pdf files from their reading notebooks, created videos to recommend biographies they had read to their peers, collected quotes that were meaningful and inspiring from the biographies they read, and our distance learners watched the mini lesson video each day from this document.

View the Collaborative Numbers Doc: https://www.icloud.com/numbers/0hOTb7xETOPxDLQ-541QnwKg#Biographies_UoS_ADS

Directions

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Technology Integration Reflection Journal



Done ?

Directions:

Share your top three examples of how you used technology to allow your students learning to be **connected**, **collaborative**, **creative**, and **personal** during 2019 - till now.



Connected

Enables access to dynamic, interactive, and media-rich resources that are relevant to the world and support the ways everyone learns best.



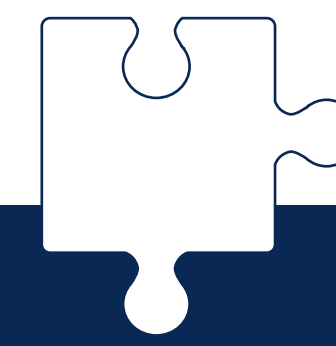
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Done ?

Technology Integration Artifact: Example 1

1. In the text box below share an example of how your students learning was connected, collaborative, creative, and /or personal.
2. Hover over example text box, and begin typing to share each of your example. *Tip: Need more space? Change the formatted font size.*
3. If inserting videos, insert them directly onto this page. *Tip: The picture boxes are not programmed for video.*

Example 1

Second Grade Reading Expert Project: As a culminating event to our reading nonfiction unit, students chose a topic to become an expert on. **Keynote** slideshows were created. Pictures were added to each slide. Next, using **Clips**, students practiced their fluency while reading and recording their slide shows. Students then posted their "Expert Exhibit" onto the class Padlet. Padlets were sent home to all parents with a "Virtual Exhibit" invitation.

Connected: The tools of Keynote and Clips combined with Padlet were all used. The project was sent digitally to all parents and select administrators with a "Virtual Exhibit" invitation.

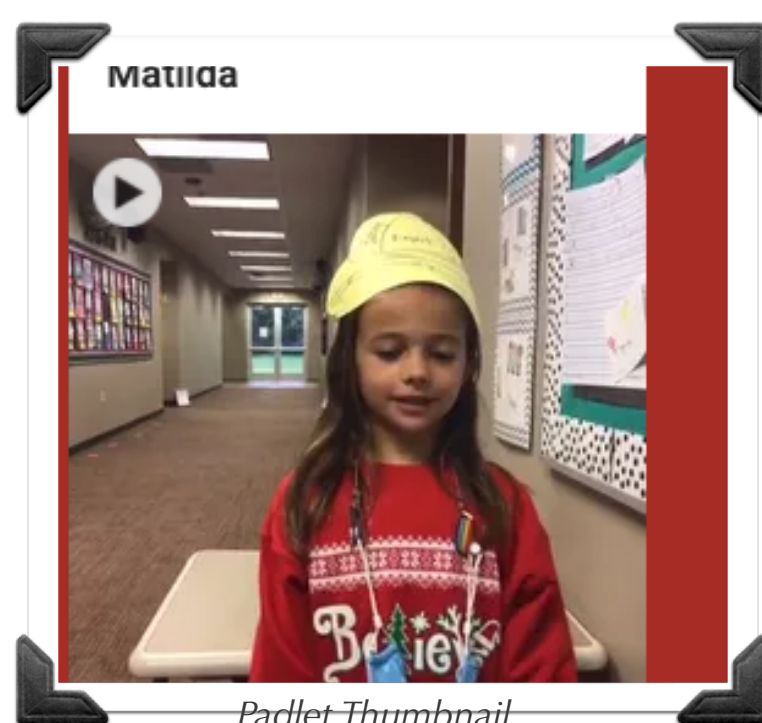
Collaborative: Students learn from one another as they viewed and commented on each slide show. In order to complete the class "Scavenger Hunt" students had to rely on the expertise of others. For example one question: How do shells get their color? Students had to go the "Shell Expert's" exhibit to learn and move on. Knowledge was built across many topics as they collaborated to expand their knowledge.

Creative: Students were given a choice on the topic, how to present their information in the slide, what they valued the most, their favorite pictures, and their most interesting vocabulary related to their topic.

Personal: This project becomes an authentic documentation of their second grade reading fluency and area of interest. Students took ownership of the reading presentation they would share with the larger community.



Expert Exhibit Padlet



Padlet Thumbnail



Keynote Slideshow



Video Example

TWCA Reflection Journal Data									
	Teamwork	Communication & Creation	Personalization of Learning	Critical Thinking	Real-World Engagement	Connected	Collaborative	Creative	Personal
High School	16	27	20	26	24	27	17	24	24
Middle School	14	19	19	20	15	20	15	20	19
Lower School	10	20	21	20	10	23	13	19	23
School Wide	40	66	60	66	49	70	45	63	66
School Percentages									
High School	59.3%	100.0%	74.1%	96.3%	88.9%	100.0%	63.0%	88.9%	88.9%
Middle School	70.0%	95.0%	95.0%	100.0%	75.0%	100.0%	75.0%	100.0%	95.0%
Lower School	40.0%	80.0%	84.0%	80.0%	40.0%	92.0%	52.0%	76.0%	92.0%
School Wide Totals	55.6%	91.7%	83.3%	91.7%	68.1%	97.2%	62.5%	87.5%	91.7%
	School Wide	Percentage	High School	Percentage	Middle School	Percentage	Lower School	Percentage	
Number of Teachers	72	100.0%	27	100.0%	20	100.0%	25	100.0%	
Total Submission	72	100.0%	27	100.0%	20	100.0%	25	100.0%	



Percentages Low to High

	All School	HS	MS	LS
Teamwork	55.6	59.3	70.0	40.0
Collaborative	62.5	63.0	75.0	52.0
Real-World Engagement	68.1	88.9	75.0	40.0
Personalization of Learning	83.3	74.1	95.0	84.0
Creative	87.5	88.9	100.0	76.0
Communication & Creation	91.7	100.0	95.0	80.0
Critical Thinking	91.7	96.3	100.0	80.0
Personal	91.7	88.9	95.0	92.0
Connected	97.2	100.0	100.0	92.0