

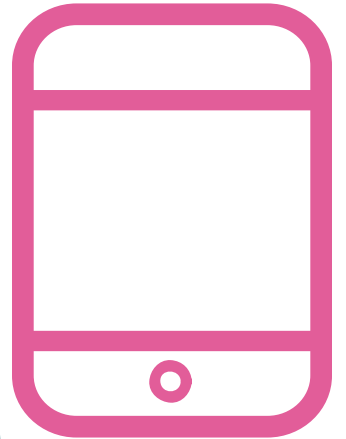
# SCRIPT-NC

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NOT JUST COOL APPS  
AND GAMES:  
USING INSTRUCTIONAL  
TECHNOLOGY TO  
IMPROVE TEACHING  
AND LEARNING

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Chih-Ing Lim, Ph.D.



UNC

FPG CHILD DEVELOPMENT INSTITUTE

# SCRIPT-NC Webinars

## emphasize

- embedding **inclusion and diversity** into coursework
- content that reflects **evidence-based and recommended practices**
- opportunities to build both **knowledge acquisition and knowledge application**
- Resources that are **readily available and free**

# Logistics

Questions?  
Comments?



Press “\*6” to  
mute or  
unmute your  
phone

## USE THE CHAT BOX



**SCRIPT-NC**

Supporting Change and Reform in Preservice Teaching in North Carolina



UNC

FPG CHILD DEVELOPMENT INSTITUTE

**Somewhere along the line, our excitement over the latest technological tools has started focusing on the wrong thing. The excitement ought to reside in the praxis of teaching, not the use of technology.**

**SAMUEL BUEMI, INSTRUCTOR AT NORTHCENTRAL TECHNICAL COLLEGE**

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# Consider alternatives

Abstract or executive summary	Field notes	Portfolio
Advertisement or commercial	Game invention	Poster, display or exhibit
Annotated bibliography	Graph, chart, diagram, flowchart, infographic, or other visual aid	Presentation or demonstration, with or without PowerPoints
Blog	Handbook or instruction manual	Proposal for and justification of a solution to a problem
Briefing paper	Journal or log	
Brochure or pamphlet	Letter to an editor, business, or leader	Reflection on what and how one has learned
Campaign speech		
Case study or analysis	Model, simulation, or illustration	Review and critique of one's own work, that of a peer, a performance, an exhibit, a writer's arguments (e.g., an op ed), or how something could have been done better
Collaborative group activity	Narrative	
Database	Newspaper story or news report on a concept or event	
Debate or discussion (plan, participate, or lead)		
Editing or revising a poorly prepared paper	Plan to research and solve a problem	Survey, including an analysis of the results
Evaluation of opposing points of view or the pros and cons of alternate solutions to a problem	Plan to conduct a project or provide a service	
	Plan to engage new audiences or partners	Teaching a concept to a peer or a child
	Website	

## OBJECTIVES OF SESSION



LEARN

TRY

EXCHANGE

# WHERE DO WE START?

SO MANY OPTIONS, SO LITTLE TIME.





CHAPTER 1

# #IN-CLASS

TOOLS USED:  
POLLEVERYWHERE  
FLIPQUIZ  
QR CODE READER



# Live Audience Participation

Poll Everywhere lets you engage your audience or class in real time

Create your first poll

Takes 30 seconds. No signup required

Watch our 2 min video

Use your phone to text a vote now!

## QUESTION

A   
B

Multiple choice

Awesome  
Sweet Best Great  
Fun Cool

Word cloud



Upvote-downvote

1   
2   
3

Rank order



Clickable image



Open-ended

### Question:

What's your favorite color?

### Answer choices:

Text, Image URL, or LaTeX

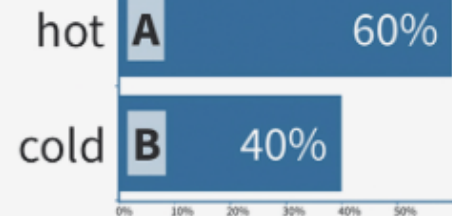


Text, Image URL, or LaTeX



Add an answer

### I prefer my coffee:



Participants select from a set of answers. Good for groups of all sizes.

# Option 1

Using a URL

[pollev.com/connectme](http://pollev.com/connectme)

# Option 2

Using SMS



A golden retriever dog is shown in profile, looking towards the left. In the background, a laptop screen is visible, displaying some text. The overall scene is softly lit, with a warm, yellowish tint.

**QUICK POLLS**

**[pollev.com/connectme](https://pollev.com/connectme)**

**WHERE ARE  
YOU  
LOGGING IN  
FROM?**

**WHAT TECH TOOLS  
/ APPS HAVE YOU  
USED TO ENHANCE  
LEARNING IN YOUR  
COURSES?**

# 1 Set up an account

## 2



Don't show me this again ✕

You made it to your dashboard! This is your *base of operations* for anything FlipQuiz™. Here, you can **create a new board**, see a listing of your boards, see all the boards that you've "liked", and more!

+ Create a Quiz Board

★ Discover Boards

👤 View My Profile

PRO Upgrade to PRO

## 3

Category 1 Category 2 Category 3 Category 4 Category 5 Category 6

Don't need this category? Want to hide it? 🗑️

We've changed how you format questions and answers! [See how to format your Q's & A's!](#) ✕

<p>Question</p> <div style="border: 1px solid #ccc; height: 100px;"></div> <p style="font-size: x-small; margin-top: 5px;">Add  Image</p>	<p>Answer</p> <div style="border: 1px solid #ccc; height: 100px;"></div> <p style="font-size: x-small; margin-top: 5px;">Add  Image</p>
<p>Question</p> <div style="border: 1px solid #ccc; height: 40px;"></div>	<p>Answer</p> <div style="border: 1px solid #ccc; height: 40px;"></div>



# Using \*QR Codes



**CREATE**

<http://www.qrstuff.com>



**SHARE**

Have students  
download free QR  
reader app



**IMPLEMENT**

Have students  
participate in a  
scavenger hunt

**Don't Blame  
This Guy**



**"My Dog Ate My Website"**

doesn't work any better now  
than it did in gradeschool.

CHAPTER 2

**#OUT-OF-CLASS**

TOOLS USED:

EDPUZZLE

PINTEREST

CANVA

PATHBRITE



**EDpuzzle**

@EDpuzzle

Make any video your lesson.

EDpuzzle Search My Content My Classes Share Chih-Ing Lim

Channels

- EDpuzzle
- YouTube
- KHANACADEMY
- LearnZillion
- NATIONAL GEOGRAPHIC
- TED Ed
- Veritasium
- Numberphile
- CRASH COURSE
- vimeo

Search for a video or paste the URL Upload

### Best Lesson Examples

- 3:40  
Grade 3 Module 1 Lesson 18: Mat...  
Roble Media
- 7:41  
Grade 4 Module 1 Lesson 5: "Tina ...  
Roble Media
- 5:51  
Grade 3 Module 1 Lesson 1: "Ott...  
Roble Media

### Latest Created Videos

- 
- 
- 
- 

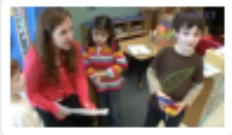
Contact EDpuzzle!

▼ Due Soon

Assignment

Due

Completed



CONNECT Video 7.14: Using an incentive system with Sammy

Watch as a student | Allow Skipping  
| Delete



Add



Progress

Share

Students

Questions

Export

Grade

What does Sammy need to do throughout the day in ord...

Open response at 0:59

successful students: **0** /4

What is the reward or incentive that Sammy gets if he de...

Multiple choice at 1:48

successful students: **1** /4



# TRY IT NOW

[HTTP://SCRIPTNC.FPG.UNC.EDU/  
EDPUZZLE-DEMO](http://scriptnc.fpg.unc.edu/edpuzzle-demo)



- 1 PROVIDE SCENARIOS**
- 2 STUDENTS CREATE A BOARD WITH 10 OR MORE RESOURCES**
- 3 STUDENTS SHARE LINK WITH CLASS**
- 4 STUDENTS REVIEW ANOTHER PEER'S BOARD**
- 5 STUDENTS ADD PINS TO THEIR BOARD / MAKE SUGGESTIONS ABOUT PEER'S BOARD**

Assignment Using  
*Pinterest*

to help compile a set of  
community resources for  
families

## RE-CONCEPTUALIZING THE FAMILY NEWSLETTER ASSIGNMENT

1. Ask students to identify a group of families to work with for the duration of the quarter/semester (e.g., the families in a particular classroom, program, or organization).
2. Ask students to survey those families to learn about the following:
  - What are topics related to early childhood learning and development about which the families would like more information?
  - In what ways do the families prefer to receive information (e.g., phone messages, text messages, email messages, etc.)?

To gather this information, encourage students to use different forms of technology, e.g., develop an online survey, send out text messages, etc. Make sure that students take into account aspects of family diversity like preferred language.

3. Using what has been learned from the survey, ask students to develop and share a newsletter that addresses areas of family interest. The newsletter should be delivered using the technology methods prioritized by the families.
4. Before sending out the newsletter, identify a mechanism for getting feedback on the newsletter. Ask for input in categories that include content, usefulness, quality, and appearance.



# Option 1

Learners' Professional  
E-Portfolio

# Option 2

Children's E-Portfolio



## Some promising tools for coaching, practicum and field experiences

### Free:

Evernote: notes from classroom observation and can include real-time pictures and video from that observation.

Smartphone video function: students can submit video footages of their teaching / classroom

Low cost: Bug in the ear – under \$20 / Bluetooth device – use in conjunction with Facetime or Periscope ‘live’ streaming for optimal coaching and immediate feedback

### High cost:

Swivl (about \$375) – can track person as they move in the classroom. Just need a tablet or smart phone with a video / facetime / live streaming function

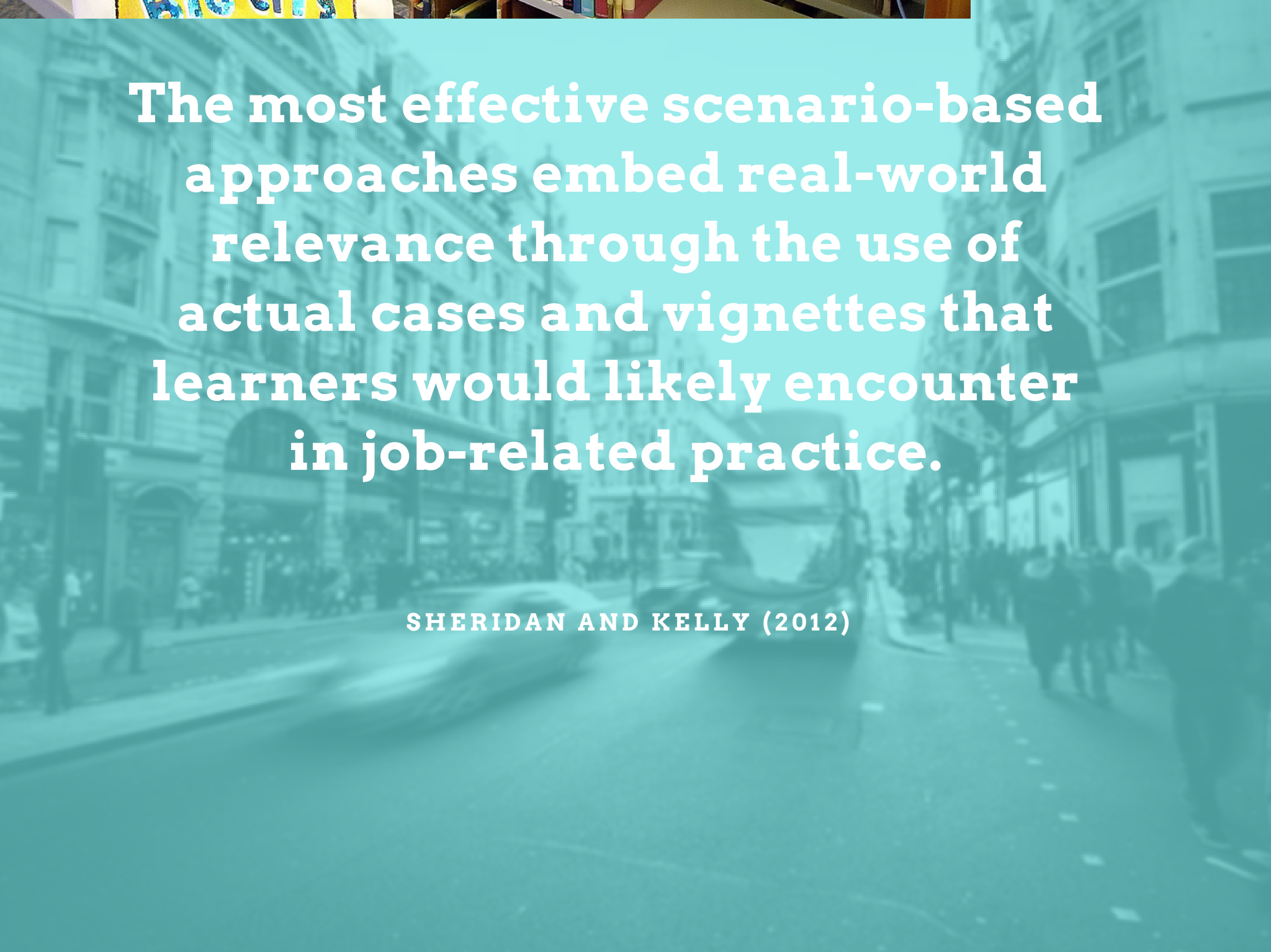


## CHAPTER 3

# #RESOURCES

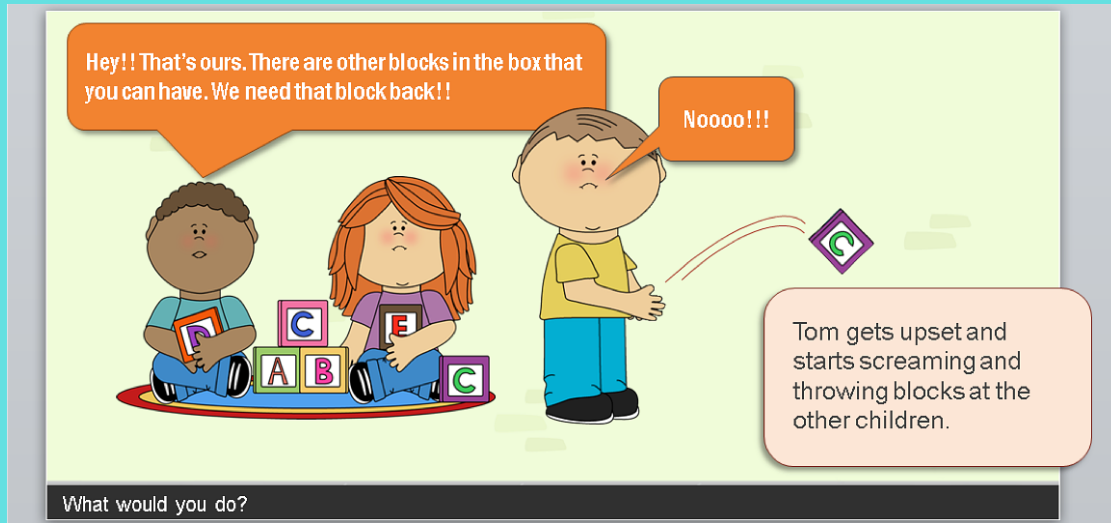
RESOURCES FEATURED:  
CONNECT MODULES  
HEAD START SIMULATIONS  
SCRIPT-NC  
DEC RECOMMENDED PRACTICES  
MODULES (COMING THIS FALL)



The background of the slide is a blurred photograph of a city street, likely in New York City, showing buildings, a car, and pedestrians. A semi-transparent teal color is overlaid on the entire image. The main text is centered and reads: 

**The most effective scenario-based approaches embed real-world relevance through the use of actual cases and vignettes that learners would likely encounter in job-related practice.**

**SHERIDAN AND KELLY (2012)**



<http://tinyurl.com/scriptncsimulate>

<http://tinyurl.com/hssimulation>



# DEC RECOMMENDED PRACTICES MODULE OUTLINE

Identify a challenge, learn about the multiple sources of evidence, strategies, and outcomes that will be monitored. This phase of the learning is divided into five sections:

- Plan**
- Setting the Stage – Identify the challenge(s) (5 minutes)
  - Lesson 1: Ask the Expert (10 minutes)
  - Lesson 2: Gathering Information (15 minutes)
  - Lesson 3: Taking Action (15 minutes)
  - Lesson 4: Voices from the Field (10 minutes)

Carry out the practices to address challenges:

- Do**
- Scenario-Based Activity (10 minutes)
  - Additional Activities for Carrying Out the Practices in the Classroom

- Study**
- Use measures and tools to help evaluate and track progress (10 minutes)

- Act**
- Develop an action plan, consider supplemental resources that can help improve implementation, and take the practices back into the classroom (10 minutes)

The children are transitioning from circle time to freeplay centers. You have asked all of the children to choose a center. Sarah goes to the puzzle table, sits down, and watches the children in dramatic play.

What would you do?

a) Sit down next to Sarah, help her choose a puzzle, and you then work with her to name the shapes and colors

b) Ask Sarah if she would like to come with you to the dramatic play center, when she nods, you take her hand and guide her there.

c) Remind Sarah that she can choose any center and that dramatic play still has space for one more child, you watch to make sure she chooses a center.



<http://rpm.fpg.unc.edu/module-1-interaction/activity-1-4-interaction-scenario>

<http://www.pbs.org/wgbh/misunderstoodminds/>

**misunderstood minds**

Introduction  
ATTENTION  
READING  
WRITING  
MATHEMATICS  
resources

**EXPERIENCE FIRSTHAND**

Visual Activity  
Auditory Activity  
Attention Video

Reading with Distractions  
Listening to Directions  
Too Much Attention?

> [try it](#) > [try it](#) > [view it](#)

> **Basics**  
Attention and the ability to focus are requirements for success in school. How does everyday distractedness differ from a real attention problem?  
> [read more](#)

> **Difficulties**  
How problems with attention may mask other issues. How are issues identified?  
> [read more](#)

> **Responses**  
How to help students with attention difficulties, in the classroom or at home.  
> [read more](#)

UP CLOSE: A Family Decision  
A parent struggles with whether or not to medicate, and an expert comments on "turning up the lights."

UP CLOSE: Does ADHD Exist?  
A controversial diagnosis.

UP CLOSE: The Medication Debate  
Are drugs the best way to treat ADHD?

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## MODULES

These modules are designed for faculty and professional development providers to use in their professional development. Instructors, click on "For Instructors". Learners, click on "Go to Modules".

[GO TO MODULES >](#)

[FOR INSTRUCTORS >](#)

If you are looking for CEU or certificate-granting self-paced courses, click on "Go to Courses" on the top right of this page.

## 5-STEP LEARNING CYCLE™

Learn more about our innovative approach for making an evidence-based practice decision.

[GO >](#)

## RESOURCE LIBRARY

Browse all available learner resources or search for specific resources.

[GO >](#)

## INSTRUCTOR SUPPORTS

View additional supports for instructors.

[GO >](#)

## NEW: CONNECT Self-Paced Online Courses

Now Available: FREE Foundations of Inclusion course and 7 low cost CEU-granting courses.

[GO TO COURSES](#)

## NEW TO CONNECT MODULES?

[Video Quick Tours of the Site](#)

[Send to a friend](#)

[Share](#)

[Follow Us](#) [Twitter](#) [RSS](#) [Facebook](#)

## Bridging Worlds Interactive Case: Meet Maya Warren, Kindergartner

Harvard Family Research Project

[View all interactive cases](#)



### All About Me

*My name is Maya Warren.  
I am 5 years old.  
I live with mommy, daddy, and sister.  
My favorite color is green.  
My favorite book is Chicka Chicka Boom Boom.  
What I like best about me is that I am a good dancer.  
Something that makes me sad is when I don't share with my sister.*

### Article Information

- Full Text (HTML)
- [Request reprint permission](#)
- [How to cite](#)
- [Download Acrobat](#)

It is a balmy September morning during the third week of school in a large city, and Maya is standing outside of her apartment door crying. She tells her mother she doesn't want to go to kindergarten and refuses to put on her backpack. This has been going on since school began. Maya's mother, Nicole, crouches down to Maya's eye level and desperately pleads with her daughter that they need to leave if they are going to be on time.

Nicole doesn't understand why the transition to kindergarten has been so hard for Maya. Maya had been in a Head Start program for two years before transitioning to kindergarten. Other than some slight language delays and a little trouble following directions, Maya was a good preschool student. She did not qualify for special needs services after a formal evaluation was conducted at the beginning of her 4-year-old preschool year. Maya knows many letters of the alphabet, can write her name, and has a lot of friends. Nicole thinks that Maya is particularly good at drawing, and she is excited for Maya to begin to learn to read. Nicole is filled with anxiety wondering what has happened to her fun-loving daughter.

**Next, complete three short reflection questions and click "done" to gain additional insights.** Please note: Once you click "done" your responses are no longer retrievable. You may want to copy and paste your responses into a word document.

### Reflections

You might have mentioned that Maya was a good preschool student, knows many letters of the alphabet, can write her name, excels at drawing, and has many friends. We also know that Maya has some potential challenges. There were concerns about her language development and ability to follow directions. We know she had a speech and language evaluation in preschool but that she did not qualify for services. Most importantly, though, we know that Maya is having difficulty transitioning to kindergarten. She doesn't want to go to school and is having big concerns and fears over attending. It is unclear why this is happening, but we can assume that what she wants is to enjoy school and be in a safe, warm, and loving place throughout her waking hours.

<http://community.fpg.unc.edu>

<http://www.hfrp.org/family-involvement/professional-development/bridging-worlds-interactive-case-family-engagement-in-the-transition-to-kindergarten>



I Am Moving,  
I Am Learning.

Resources

Select an object to learn more about active and educational playground activities.



Menu

Last Reviewed: March 2016  
Last Updated: March 9, 2016

<https://eclkc.ohs.acf.hhs.gov/hslc/tta-system/health/healthy-active-living/imil/interactive>





# SCRIPT-NC

Supporting Change and Reform in Preservice Teaching in North Carolina

## Landing Pads

- Handouts
- PowerPoints
- Recording



<http://scriptnc.fpg.unc.edu/resource-search>



# SCRIPT-NC

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# Give Us Your Feedback

## Evaluation



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