The Connected Educator:
Why Collaboration is Key in Distance, Blended, and Classroom Learning

Bibba Kahn, M.A.
2020 Vermont Teacher of the Year

Kate Baker, M.ED, MAIT
Senior Community Manager, Edmodo
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20-year classroom veteran
High School English

Flipped Learning Network,
Board Member
Bibba Kahn, M.A.
Middle School French/Spanish Teacher, Montpelier, Vermont

2020 Vermont Teacher of the Year

Vermont Foreign Language Association, Board Member
Student & Teacher COLLABORATION
As we navigate in-person, remote, or hybrid learning, students need to be self-directed learners.
THREE STEPS TO STUDENT OWNERSHIP

Clarity of goals

Self-monitoring skills

Access, Practice, Expression
CLARITY OF GOALS

In order for students to self-assess and make choices, they need to understand what the objective is.
BUILDING SELF-MONITORING SKILLS

Where you in relation to the goal?

What do you need to get there?
SELF-MONITORING

Self-Awareness
- Interests
- Learning Style
- Motivators

Self-Assessment
- Pre-assessment
- Formative
- Informal

Self-Reflection
- Related to goal
- Before summative
LEARNING STYLE

Everyone has different preferences for how they learn. While learning a foreign language requires us to use a lot of different styles – visual, aural, and oral – it does help both you and me to know what works best for you.

1. Seating arrangements: I learn best when seats are arranged in ____________________

2. I follow directions best when they are
   a) written
   b) spoken or
   c) modeled/acted out
   d) other: ____________________

3. Please rate the following ways to memorize material: 1 = least helpful 4 = most.
   a. ___ writing: exercises, notes, white board practice, games that require writing
   b. ___ learning and singing songs
   c. ___ moving around: charades, gestures, games that get me up and out of my seat
   d. ___ using computers: Socratic races, Kahoot!, conjuguemos.com
   e. ___ talking: having to ask/answer questions out loud, games that require me to talk
   f. ___ visual: graphic organizers, using drawings
   g. ___ other:

II. PERSONAL INTERESTS

What particularly interests you about French culture? Check all that apply.

☐ Cuisine
☐ Music
☐ Visual art
☐ Dance
☐ History
☐ Fashion
☐ Geography
☐ Literature/Poetry
☐ Architecture
☐ Politics
☐ Sports (soccer, rugby, judo, hockey)
☐ Popular travel
☐ destinations/activities
☐ Other: ____________________

Which parts of the Francophone world do you find particularly interesting?

☐ Europe: France, Switzerland, Belgium...
☐ Quebec
SELF-MONITORING

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Objective: You will be able to describe and give opinions on Francophone dress of some kind.

1. Look at your pre-assessment and decide where you fall on this proficiency scale. Highlight where you think you are. (Note: it is okay to be at different levels of proficiency for different aspects of description.

- I know a limited number of adjectives to clothing (colors, size).
- I understand the idea of agreement.
- I know some of the agreement rules.
- I sometimes use the correct form of the adjective.
- I don’t yet know placement rules.
- I am not sure of how to structure a descriptive sentence.

- I know a moderate number of adjectives to describe clothing.
- I understand the idea of agreement and have memorized the common agreement rules.
- I usually use the correct form.
- I am aware of placement rules, including use of BAGs adjectives.
- I can write simple sentences using subject + être + adjective structure.

2. Based on where you are on the proficiency scale, what should you focus on to move yourself along the scale? Pick 1-2 aspects to focus on as next steps. Phrase them as a goal. (Example: I will learn more adjectives to describe clothing, and I will use the correct form of the adjective in a sentence most of the time.)

I think that I should focus on using the right form of adjectives and knowing what agreement rules apply. (ex. intelligent, intelligents)
VI. Look at the proficiency scale on the Elmo. How do you think you have improved since our pre-assessment? Have you achieved your goal? What do you need to work on next?

I think I’ve improved a lot. I re-learned some old adjectives, learned new ones, understanding the placement of BAGS adjectives. The next thing I need to do is practice some more, and more ahead with our next vocab & stuff.

Agreed! I think practicing writing complex sentences would be a good next step!
**ROUGE**: Je ne comprends pas. I need more instruction.

**JAUNE**: Je comprends la signification. I need practice with the endings.

**VERT**: Ça va très bien! J’ai mémorisé les verbes ER. I need a challenge.
SELF-MONITORING

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Reflection to focus work

How do you feel you are progressing towards our goal? What do you still need to work on?

Bibba Kahn • Feb 14, 2019 (Edited Feb 14, 2019)

Our goal: When shopping for clothes and gifts, you will be able to ask for help, ask for and give opinions, and discuss your decision in French.

The rubric for the recorded conversation is attached. Looking at it, what are you feeling confident with? What do you need to work on your own? What can we do in class to prepare?

FR8BienDit7aConvoRubric
Google Docs

Class comments
BRING ON THE CHOICE

Choice of topic, method, or presentation increases engagement, sustains motivation, and accommodates diverse learning profiles.
MULTIPLE MEANS OF ENGAGEMENT

Can students choose what they’re learning about?

Can students choose the level of challenge?
Can students choose how they’re learning?
Can students choose how they practice?

Can students choose how they demonstrate understanding?
Stoplight Structure

- Personalized based on level of readiness
- Personalized based on learning preference

**ROUGE**: Travailler avec Madame Kahn à la table du fond.

**JAUNE**:
1) Paquet de verbes
2) Les dés de verbes
3) Conjuguemos.com

**VERT**: Negative construction worksheet
Goal Related Tasks

Options for Choice Time, Wednesday 1/15

Bibba Kahn • Jan 14

1) To learn adjectives: study Quizlet set OR make your own study tool from pink list.
2) To learn more about PLACEMENT: watch last video in the list.
3) To practice basic agreement: Do Socrative Quiz (Student Login; Room Name: MMKMBPBH)
4) To practice more complex agreement AND/OR placement: Do worksheet
5) To practice writing sentences, get a box of supplies and write a sentence about each item of clothing.

- Multiple means of representation
- Multiple means of action/expression
**Distance Learning Menu**

Here is a video explaining this week's work. Please make sure to fill out this survey! As always, please reach out if I can be of any assistance. We're all figuring this out together!
Madame Kahn

- Multiple means of representation
- Multiple means of engagement
- Multiple means of action/expression

<table>
<thead>
<tr>
<th>Practice Options: You must compile 3-5 points worth of practice by Friday.</th>
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<tbody>
<tr>
<td><strong>UNIT</strong> GOAL: Students will be able to describe their residence and what they do there.</td>
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<tr>
<td><strong>WEEK GOAL:</strong> Students will be able to recognize household chore vocabulary in French.</td>
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<tr>
<td>NEW INSTRUCTION: Use at least one to learn the new vocab.</td>
</tr>
<tr>
<td>□ Read p256-7 in <strong>textbook</strong> and click on words to hear correct pronunciation.</td>
</tr>
<tr>
<td>□ Here is a <strong>video</strong> of Madame Kahn going over the vocab in the textbook.</td>
</tr>
<tr>
<td>□ Here is a <strong>list</strong> of the vocabulary.</td>
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- Multiple means of engagement
- Multiple means of action/ expression

<table>
<thead>
<tr>
<th>Required in All Projects</th>
<th>Cultural Topic (Pick One)</th>
<th>Format (Pick One)</th>
</tr>
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</table>
|                          | **Fashion:** Research a French fashion designer/brand and describe two outfits that represent that brand/house. Project should include (en français):
|                          | □ Name of designer/brand. | Magazine fashion shoot: Display your information and visuals to look like a spread in Vogue, GQ or Outside. |
|                          | □ What he/she/it is known for in the fashion industry. | Suggested media: small poster, Canva, Google drawing. |
|                          | □ A description of two outfits. At least one should be iconic. | |
|                          | **History 1:** Research a French-speaking historical figure and describe two outfits that he/she would have worn. This project should include (en français):
|                          | □ Name of historical figure. | Educational Profile: display your information and visuals as if it were in a French or History textbook. |
|                          | □ His/her profession or role. | Suggested media: small poster, Canva, Google drawing, Google doc with photos, Google slide. |
|                          | □ A description of two authentic outfits from a photo/painting or a common outfit of that era. | |
|                          | **History 2:** Choose a time period and research a typical outfit for a wealthy/aristocratic person and a typical outfit for a common person (in France or other French-speaking place). This project should | Informative presentation: organize your information and visuals in a slideshow or video. |
PARTNERSHIP
Teacher & Teacher Collaboration
Andragogy & Collaboration

- The method and practice of teaching adult learners
- Adults need to...
  - Know why
  - Learn experientially
  - Problem solve
  - See immediate value
- Self-directed, multimodal learning
- Quantify workload based on time needed to complete the task.

Content & Pedagogy

Collaborator Needs

Collaboration Design
Maslow’s Hierarchy of Needs
(1943)
Hierarchy of Digital Learning Needs

How can the use of technology meet the needs of learners?

Actualization
- Intrinsically Motivated,
  Realization of Talents

Esteem
- Badges,
  Grades,
  Comments,
  Awards
  - Social Media,
    Learning Communities

Belonging
- Digital Citizenship,
  Filters
  Safe Searches,
  Firewalls
  - Safety
    - Hardware,
      Internet,
      Wifi,
      Device Access

Physical Needs

Based on Maslow’s Hierarchy of Needs

by K. Baker @KtBkr4
Maslow's Hierarchy of Needs for Collaboration

1. **Physical Needs**
   - Resources, People, Equipment, Location

2. **Safety**
   - Norms, Protocols

3. **Belonging**
   - Team Building, Peer Mentorship & Modeling

4. **Esteem**
   - Feedback, Accolades, Recognition, Affirmation

5. **Actualization**

Adapted by Kate Baker @KtBkr4
Maslow’s Hierarchy of Needs (1943)

- Transcendence
- Actualization
- Esteem
- Belonging
- Safety
- Physical Needs
**COLLABORATION LOGISTICS**

**Synchronous**
- Collaborators meet in real time.
- Predetermined meeting schedule
- Utilizes in-person meeting & Video Conferencing

**Asynchronous**
- Collaborators work independently on own schedule
- Predetermined workflow and deadlines
- Utilizes Flipped Learning & asynch communication tools
THE SAMR MODEL

Dr. Ruben R. PuenteDura

AS
SUBSTITUTION
Technology acts as a direct substitute, with no functional change

AUGMENTATION
Technology acts as a direct substitute, with functional improvement

MODIFICATION
Technology allows for significant task redesign

REDEFINITION
Technology allows for the creation of new tasks, previously inconceivable

ENHANCEMENT

TRANSFORMATION
The SAMR Model for Technology Integration

**I wonder what's in the ocean?**

**NO TECH**
- **SUBSTITUTION**: Tech acts as a direct tool substitute, with no functional change.

**ENHANCEMENT**
- **AUGMENTATION**: Tech acts as a direct tool substitute, with functional improvement.

**TRANSFORMATION**
- **MODIFICATION**: Tech allows for significant task redesign.
- **REDEFINITION**: Tech allows for the creation of new tasks, previously inconceivable.
Collaborative Creation & Curation of Resources
Collegial Sharing of Resources Online
Collaborative Creation & Curation of Resources
Cross-Curricular Collaborative Teams
Digital Design Thinking PLCs; Global Collaboration
Physical Needs
Safety
Belonging
Esteem
Actualization
Kate Baker
@KtBkr4
M.Ed, MAIT, HS ELA, @Edmodo Senior Community Manager. FLN Board, NCTE-CEL Mmbr at Large, SwimCoach, #CELchat #Edmodochat #Flipclass #NJEALearns
NJ _kbakerbyodlit.blogspot.com  Joined June 2012
9,785 Following  8,945 Followers
2018 Odyssey Game
Kate Baker | Language Arts · 9th Grade

Small Groups
1. Greek Gods & Goddesses
2. Epic Conventions
3. Heroes' Journey
4. Trojan War
5. CONGRATULATIONS!
6. BOOKS 1-4 Review Activities
7. BOOKS 5-8 Review Activities
8. Books 9-12 Review Activities

Note Assignment Quiz Poll

Type your note here...

Show Formatting Options · Schedule Your Post
Hierarchy of Collaboration

created by Kate Baker @KtBkr4
Transformation of Instruction & Learning

Habits of Collaboration

Collaborator Needs

Content & Pedagogy
Q & A
Thank you!