

Know, Understand, Do

(What I want my students to know, and understand, and do.)

Unit Topic: Mobile Learning

By completing this unit, students will...

Know (facts, formulas, vocabulary – written in terms or phrases)	<ul style="list-style-type: none">• Methods to use mobile phones to publish for learning• Methods to use mobile phones to communicate for learning• Methods to use mobile phones to collaborate for learning• Methods to create personalized learning environments (PLE) to maximize academic and workplace performance and lifelong learning
Understand (concepts, principles, generalizations –written as ideas or complete thoughts)	<p>It's important to understand that....</p> <ul style="list-style-type: none">• Social learning is an important force in 21st century learning• On demand access to information is an asset in the classroom• It is important to keep the global audience in mind when publishing online• Online etiquette is mandatory to practice when communicating and collaborating digitally• Respect for guidelines created for the digital classroom environment in using mobile devices for instruction and learning is crucial to promote efficiency and effectiveness in both tasks• Developing your own personal learning environment helps students differentiate their own learning• The importance of lifelong learning through digital means and choices
Do (skills, thinking skills – starts with a verb)	<p>Students will be able to....</p> <ul style="list-style-type: none">• Collaborate with peers using mobile devices for instruction and learning• Communicate with peers and teacher using mobile devices for instruction and learning• Publish using mobile devices for instruction and learning• Create personalized learning environment (PLE)

Decision 1: Student Learning Map of Unit

Unit Topic: Mobile Learning

Days: 2 Subject: Emerging Technologies Grade: 9-12

Instructional Tools:

Mobile devices, Cellphones in the Classroom Virtual Field Trip, Virtual Field Trip Travel Journal, Permission Slip & Cell Phone Profile

Key Learning: Mobile learning is key in 21st century instruction and learning by providing students with on demand, instant, and digital methods to create a social learning environment

Unit Essential Question: How can mobile devices be used in instruction and learning?

<p>Concept: Mobile Learning</p> <p><i>Note: these proficiencies will be developed over time in the course – this mini unit is a “work-in-progress”.</i></p> <p>Standard/Anchor: NETS:</p> <p>2. Communication and Collaboration</p> <p>Students use digital media and environments to communicate and work collaboratively, including at a distance, to support individual learning and contribute to the learning of others. Students:</p> <ul style="list-style-type: none">a. interact, collaborate, and publish with peers, experts, or others employing a variety of digital environments and media.b. communicate information and ideas effectively to multiple audiences using a variety of media and formats. <p>3. Research and Information Fluency</p> <p>Students apply digital tools to gather, evaluate, and use</p>		
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Emerging Technologies

information. Students:

- a. plan strategies to guide inquiry.
- b. locate, organize, analyze, evaluate, synthesize, and ethically use information from a variety of sources and media.
- c. evaluate and select information sources and digital tools based on the appropriateness to specific tasks.

5. Digital Citizenship

Students understand human, cultural, and societal issues related to technology and practice legal and ethical behavior. Students:

- a. advocate and practice safe, legal, and responsible use of information and technology.
- b. exhibit a positive attitude toward using technology that supports collaboration, learning, and productivity.
- c. demonstrate personal responsibility for lifelong learning.

NBEA Standards:
Information Technology

I. Impact on Society
Level 3-4:

Use information technology skills in today's learning

Apply information technology skills to lifelong learning

IV. Input Technologies
Level 3-4:

Optimize academic and workplace performance using a variety of input technologies

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Compose documents using a variety of input technologies XV. Ethical and Legal Issues Level 3: Implement organizational policies and procedures dealing with legal and ethical issues		
Lesson Essential Question(s): How can mobile phones be used for instruction and learning in the classroom?		
Vocabulary: Mobile learning Collaboration Millennial student QR code QR reading Podcast Text messaging SMS SMS language Electronic or digital publishing Photo sharing		

Decision 2: Culminating Activity
(Activity that students will do with the unit's concepts and skills.)

Unit Topic: Going into Business for Yourself

Title/Concept	None for this unit – the Virtual Field Trip is the learning tool. The Travel Journal is the assessment for learning.
Culminating Activity Essential Question	
Paragraph Description	
Mini-Lesson	
Time (In Days)	
Steps or Task Analysis	
Summarize/Share	
Differentiation	
Revise/Review	
Resources & Materials	

Decision 3: Rubric for Culminating Activity

Unit Topic:

There is no culminating activity for this unit since the unit is an introductory lesson of two-days to showcase how mobile phones can be used in the classroom for instruction and learning. Using mobile phones in the classroom will be a “work-in-progress” throughout the course.

Decision 4: Student Assessment #1

Unit Topic: Mobile Learning

Title	Cell Phones in the Classroom Virtual Field Trip
Description	Students will take a virtual field trip about using cell phones in the classroom for instruction and learning.
Time (In Days)	2
Differentiation	Independent learning; resource links in Virtual Field Trip; Travel Journal guidelines (slide #'s)
Resources & Materials	Cell Phones in the Classroom Virtual Field Trip & Travel Journal; Course Moodle, Student Cell Phones

Decision 5: Launch Activity
(Develops student interest and links prior knowledge.
Provides the Student Learning Map and key vocabulary to students.)

Unit Topic: Going into Business for Yourself

Launch Activity Essential Question or Name of Activity	What is mobile learning?
Paragraph Description	Group discussion/collaboration/brainstorming on: What is mobile learning? Do any of your teachers practice mobile learning in the classroom? Why do you believe mobile learning would be important in the 21 st century?
Time (Days)	½ day
Mini-Lesson (optional)	
Steps or Task Analysis (optional)	<ol style="list-style-type: none"> 1. Class discussion on the following: <ul style="list-style-type: none"> ** What is mobile learning? ** Do any of your teachers practice mobile learning in the classroom? 2. Read statistics about cell phone use among teens 3. Show students a video of mobile learning in a classroom 3. Ask students: <ul style="list-style-type: none"> ** ** Why do you believe mobile learning would be important in the 21st century?
Summarize/Share	Think-Pair-Share: Students will write down 3 things they learned from the discussion, turn to their neighbor or assigned partner, and share their ideas. They should compare lists and one partner will be responsible for sharing the ideas with the class.
Differentiation	Extended time, check for understanding, written and verbal directions
Revise/Review	
Resources & Materials	<p>Mobile Learning video –</p> <p>Students:</p> <p>http://www.youtube.com/watch?v=NCQsnt3rDvk – Great video!</p> <p>http://www.youtube.com/watch?v=KMAjCWVzA8Q</p> <p>Teachers:</p> <p>http://kernlearningsolutions.wordpress.com/2009/02/10/video-on-mobile-learning/ (long & boring for students, but good for teachers to view)</p> <p>http://www.youtube.com/watch?v=WpX-1ispd_I&feature=related</p>

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	Teen cell phone use statistics - http://www.pewinternet.org/Reports/2010/Teens-and-Mobile-Phones.aspx overhead projector, whiteboard
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Decision 6: Acquisition Lesson #1

(Lesson plan necessary for student learning. You will have multiple Acquisition Lessons within a unit. Not all parts need to be filled in; use only those applicable.)

Unit Topic: Mobile Learning

Standards:

3.7.12 Science & Technology

E. Assess the effectiveness of computer communications systems.

- Assess the effectiveness of a computer based communications system.
- Transfer files among different computer platforms.
- Analyze the effectiveness of on-line information resources to meet the needs for collaboration, research, publications, communications and productivity.

Anchors:

Lesson Essential Question	What is mobile learning? How can cell phones be used as learning devices? What is proper cell phone etiquette to use in the classroom?
Time (In Days)	2
Activating Thinking (Hook to motivate, link to prior knowledge)	Cell Phone Infographic – Cell Phone Statistics amongst Teens http://www.onlineitdegree.com/cell-phone-usage/ http://fulleryouthinstitute.org/2011/02/cellphone-usage-infographic/ Show a video on how students and teachers use cell phones in the classroom.
Acceleration/Previewing (Preview of key vocabulary, concepts, and skills prior to learning)	Mobile learning Millennial student Collaboration
Teaching Activities and Strategies (Examples: Collaborative Pairs; Distributed Guided Practice; Distributed Summarizing; Graphic Organizers) Key Questions: Add throughout the lesson	Students will: <ul style="list-style-type: none"> • Go through the Virtual Field Trip of Cell Phones in the Classroom • Answer the questions in the Travel Journal of the VFT • Discuss what they have learned from the VFT by reviewing and sharing their answers in the Travel Journal • Come up with guidelines to make mobile learning successful in our classroom – Collaboratively, we will create a classroom plan to ensure strong instruction and learning while using student cell phones

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Summarizing Strategies (Learners summarize and answer LEQ)	Put up one good guideline that students should follow when using cell phones in the classroom
Extending/Refining Activities	Students will use cell phones as learning tools in the Emerging Technologies course this quarter.
Assignment and/or Assessment	VFT Travel Journal – will upload to Moodle
Re-Teaching Focus & Strategy	Students can use the many resources available in the VFT to answer the questions.
Differentiation	Students can complete the VFT at their own pace. Also, many questions do not have a “right” and “wrong” answer. There is a lot of questions about reflecting on the content of the VFT.
Review & Revise (Teacher Reflection)	Show videos ahead of time to keep ppt small in size and easy to load from Moodle. Videos 3, then 2, then 1
Resources & Materials	Cell Phones in the Classroom Virtual Field Trip PPT Travel Journal to accompany VFT MS PowerPoint MS Word Computers Internet connectivity Infographic - http://fulleryouthinstitute.org/2011/02/cellphone-usage-infographic/

Decision 7: Extending Thinking Lesson

(Lesson plan for extending thinking lesson involving higher level thinking skills.
You would only have a few of these per unit.)

Unit Topic:

Standards:

Anchors:

Lesson Essential Question	Extended thinking opportunities will transpire throughout course as we use cell phones in each unit.
Time (Days)	
Mini-Lesson (Quick lesson prior to activity.)	
Activity or Task (Details of activity.)	
Summarize/Share (Learners summarize and answer LEQ)	
Assignment and/or Assessment	
Differentiation	
Revise/Review (Teacher Reflection)	
Resources & Materials	