

C. Harris - Digital Learning Environment Inventory

1. What tools, software, operating systems, and equipment are available in your school and classroom? (including but not limited to: videoconferencing, streaming, photos sharing sites, video sharing sites, document sharing sites, podcasts, blogs, wikis, social networking sites, etc.)

- Wireless Internet
- HS Server for storing information
- BYOD policy for students
- Teacher Laptops
- PLATO – Online learning platform for blended learning experience
- Online Gradebook system – Progressbook, with parent/student access
- AESOP – online substitute request system
- DASL – comprehensive, online student information system
- Google Chrome
- Microsoft Office Suite 2007
- Teacher Ipads
- Mounted LCD projectors
- SMART Boards in every classroom
- SMART Notebook installed on teacher laptops
- Four business labs with desktop computers
- One computer lab in Library
- Laptop carts to sign-out
- Elmo – Document camera
- Apple TV (personal investment)
- Clicker systems for sign-out
- Video-conferencing lab for distance learning
- Flip cameras
- Google school – all teachers/students have g-mail accounts
- Google platform apps
- Twitter – unblocked and suggested for teacher use (Facebook is blocked.)
- Skype
- Many web 2.0 tools
- E-readers for certain classes
- Video sharing – youtube
- Photo sharing
- Wikis/Blogs
- Dropbox
- Online working papers for Accounting classes
- Examview test generator/player software – site license
- Photoshop site license
- SAM – Site license - Online training for Microsoft Office Suite
- Rosetta Stone software/online license for Flex Credit language students

2. How does your school make use of school and/or teacher websites?

- District website, building specific websites, and links to teacher websites.
- District Facebook page
- Various district/administrator/department/teacher Twitter accounts
- All teachers have an e-mail account and phone number listed for parent contacts within the directory.
- As teachers, we are not required (however, highly encouraged) to have an actual website, but instead some kind of web presence. We can do that by adding our lesson plans and homework into our parent access gradebook system.
- Many teachers have developed a “google site” as all teachers have had professional development on the creation of a classroom site.
- Other teachers use weebly, wikispaces, quia, etc. as their personal preference for creating a class webpage.
- Google drive is becoming more widely used for sharing of document between staff. Ex: our teacher handbook, rules, bell schedules, forms, cut-slips, etc., are all found on Google Drive. We are moving toward a paper-less school as printers are not being replaced and paper purchasing is down to a minimum.

3. How are you currently utilizing technology for learning?

As a business and technology teacher, I am extremely fortunate to be teaching within a computer lab. Each student has an assigned log-in and password that they use each day when logging in to their desktop computer. They save all of their work in a “My Documents” folder found on the school server. Unfortunately, my classroom computers are very outdated. Many of them are unusable, missing a piece of hardware, or low on memory. It is tiresome each day to hear the students tell me that their computer is not working or that the Internet is not connecting. I also have about 10 loner laptops that I use as “band-aids” in these circumstances. However, I am finding that my laptops are becoming the norm and the desktop computers are not being fixed/replaced.

I am a huge proponent of technology and embrace new technologies within my classroom. I am very progressive in my technology use and possibly on the extreme end of the spectrum when using technology. I recently co-instructed a Professional Development session on creating a Google Site as I enjoy sharing my ideas with the other teachers within my building.

As I mentioned I utilize technology every day. While the list is too long to mention, some of the more frequent tools I use are as follows:

- Powerpoints for instruction with embedded youtube videos
- Progressbook – online student/parent access gradebook platform
- Apple TV for mirroring of Ipad apps
- Teacher websites for anchor activities and posting assignments (wikispace & google site)
- Student created websites (weebly) including blogs/project postings

- Gmail/Dropbox for submitting assignments
- Gmails for penpal assignments
- Polleverywhere for formative assessments
- Google Forms for surveys/student inventories
- Youtube for sharing/posting student video creations
- Smartboard/projector/document camera
- Web cam for Skype
- Netflix for curriculum correlated movies/shows
- Online working papers for my Accounting class
- Use of Microsoft Office 2007 Suite
- Examview Test Generator, Player, and Manager installed over network for testing
- Class/Marketing club Twitter account
- Remind 101 for classroom/club reminders
- Online textbook supplemental quizzes/resources
- E-readers issued to my Int'l Business students
- Google Earth installed as shortcut on all desktop computers
- Virtual team challenge – online avatar/gaming platform for accounting students
- Various web 2.0 tools: Glogster, Prezi, Animoto, Go animate, Voki, Wikis, blogs, slide rocket, wordle, tagxedo, wallwisher, bitstrips, storybird, museum box, popplet, instagram.
- Mango Languages for my Mandarin Chinese curriculum component
- Various online news sources for current events

4. From the list of global e-learning sites included below, which are available and which sites are blocked by your firewall?

All are available within my school.

- Skype: www.skype.com - available
- iEARN: www.iearn.org - available
- ConnectAllSchools: <http://www.connectallschools.org> - available
- Peace Corps Speakers Match - <http://www.peacecorps.gov/www/speakersmatch> - available
- ePals <http://www.epals.com> - available
- Global Nomads Group - www.gng.org - available
- Omprakash - <http://www.omprakash.org/about> - available
- Primary Source - www.primarysource.org - available
- Edutopia - <http://www.edutopia.org> - available
- Outreach World - <http://www.outreachworld.org> - available
- The UN Works - <http://www.un.org/works/> - available
- Global Education Conference - <http://www.globaleducationconference.com> - available
- Online Newspapers - <http://www.onlinenewspapers.com> - available

5. What sites and tools are colleagues in your building using?

I know all of the teachers within my building are using the Google Platform. Teachers use various web 2.0 tools and assign Study Island for extra practice for their students. Our English teachers use turnitin.com for their writing assignments. We are also encouraged to use PLATO, a blended-learning tool, in addition to our current curriculum. I know other teachers have won grants to have ipads, ipods, and e-readers in their classes.

6. Is there a system for evaluating student technology literacy in your school? If so, how effective or helpful have you found the assessment?

There is no current, formal system in place for evaluating student technology literacy within my school. However, just last week the staff was sent a google form in order to administer a survey in our first period class. We were to include the number of students present along with the number of students who have Internet access within their home. I have not heard the results as of yet.

This is also our first year of implementing a BYOD policy at our school. I find that my students prefer to use my classroom computers for Internet research and emails, but do appreciate being able to have their phones to look up something in a pinch. We have also had a lot of discipline issues in terms of texting during class and bullying/inappropriate use of Twitter. I am not convinced that the BYOD policy is working in the way it was intended to.

7. Gather suggestions from students on their ideas for integrating technology into their learning.

When asking my students, they thought that each student having an ipad would be the best solution. I find that my students are extremely savvy at finding appropriate apps to use in order to make their life simpler, but certain technologies are not encouraging critical thinking and analysis skills. Too often, students cut/paste information from the Internet without doing meaningful research and analysis. My students also feel that it is their freedom of speech when using Twitter and that a teacher does not have the right to confiscate their phone (personal property) when using it in a negative manner. Students also feel that they should be able to have their phones out and using them at all times, whether during a test, during instruction, or even in times of a class speaker. I am constantly reminding my students to put their phones away and how it is rude to be on them while I, or other students, are speaking or while someone is giving a presentation.

8. What tools that are not presently available, would help to achieve district objectives?

I agree with my students that a class set of ipads would be ideal for my class. I also have been asking for a class set of response clickers for immediate feedback, in order to enhance our school-wide goal for more formative assessments. In the meantime, I will keep using the student wipe-off boards and polleverywhere texting program. I also think our school needs

to upgrade our wireless network as it often crashes in response to so many staff and students logging into it and not enough ip addresses for all of the users. Lastly, I would love an overhaul of my classroom computers. I think there needs to be a plan of action in place for replacements and upgrades when computers break/stop working. Right now, nothing happens and they sit idle and unused.

9. **Using your Digital Learning Environment Inventory, develop a solution or suggest an improvement customized to your circumstance and curriculum.** Create, implement and evaluate *one change* in a globalized lesson plan to use technology for learning in a meaningful way.

- Describe your creation and implementation of one change in a globalized lesson plan using technology.

As my Level I International Business students are currently covering a unit on international trade, I decided to offer them an authentic learning experience by organizing and implementing a Skype session with the Chief Operating Officer of the New Jersey Port Newark Container Terminal, one of the largest shipping facilities on the East Coast. I found this shipping terminal through a CNBC video we were watching in class, Crime Inc., Counterfeit Goods. I looked this port terminal up on the Internet and began sending e-mails to all that I found on the site asking if anyone would be interested in joining my class in a conversation on global trade and counterfeit goods. The Director of Operations kindly agreed and took it a step further by preparing a PowerPoint presentation in advance for my students to familiarize themselves with. The students listened intently and had insightful questions to ask him during our Skype session. Next, I will have my students send him a thank you and reflection on what they learned. I plan to follow-up our unit on trade with the students completing an online interactive poster, Glogster, assignment by researching various trade statistics and information in comparison to the US on a country of their choosing.

- Evaluate what you learned in the process of creating and implementing one change in a globalized lesson to use technology.

I absolutely loved this Skype opportunity and plan to do it again next year as long as the PNCT is willing to help. I feel that the students took a somewhat dry, complicated lesson on trade and made it real, engaging, and interesting. It also helped show the students how international trade influences business, along with the enormous amount of regulations involved. Students were also able to investigate trade as a career and network with a business professional many states away. Students also learned about the amount of money involved on a daily basis along with how the port is a sustaining entity for the city of Newark. Students each took turns in front of the webcam asking important, relevant questions concerning international trade today.

As I mentioned before, our Internet is not the best within the school. I learned through this activity that technology is not always reliable and that it will crash, or go out. That is ok; we

just had to redial Skype and wait for it to return. I also have to accept that within school things will happen and disruptions will occur no matter what. During our two-period Skype session, the announcements came on over the loud speaker, the bell rang between classes, students/faculty entered the room for various reasons, and students asked to use the restroom. Our presenter was very gracious about all of the interruptions, but I still felt ashamed and embarrassed (especially since our Internet connection kept being lost). However, despite the mishaps, I was extremely grateful, thoroughly enjoyed our Skype conversation, and plan to keep in contact with those at the container terminal for future lessons on international trade.