



# Raising the Bar using Instructional Technology Tools

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# Objectives

- Discuss the role of technology in the classroom
- Create a Google Classroom section
- Create self-grading formative assessments
- Evaluate student work electronically using school-wide rubrics

PARADOX: How this device  
made it possible to have  
a cashless society.



# What does good teaching and learning look like?

- On a Post It note write down an example of what you might see if you walked into a classroom where there was excellent instruction.
- Make 4-5 examples, each on an individual note.

# As a table

- Sort and group . . .
- Make categories of the notes.
- A note can only go in one category (categories must be discrete).

# Themes?

Engagement ↑ = Achievement ↑



# Entertainment vs. Engagement

- Students don't need to be entertained; they need to be engaged



<http://campusclimatesolutions.org>



# Entertainment ≠ Engagement

Entertainment is	Engagement is
Passive	Active
For Enjoyment	For Learning
Short-lived	Has Lasting Results
Doesn't require relevance	Is Relevant and applicable
Allows escape from problems	Involves solving problems

Is challenging

# Who is working hard?



**“I’m sending you to a seminar to help you work harder and be more productive.”**



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[ajet.net](http://ajet.net)

# How to Ride a Unicycle

## *Objectives:*

- Identify parts
- Examine techniques

# Parts of the Unicycle

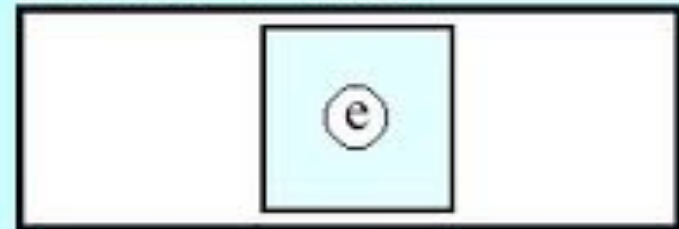


# Steps to Riding a Unicycle

1. Set up beside a support on a flat surface
2. Get on the unicycle
3. Rock back and forth with the pedals about horizontal
4. Lean forward and ride along in half, then full rotations
5. Ride continuously while holding a support
6. Ride continuously unassisted



The letter "e" slide:



The crossing threads slide:



faculty.stcc.edu

NATIONAL CENTER  
FOR INQUIRY LEARNING Bias

We LIKE technology. And we like technology in the classroom.

Good teachers can use technology to create great learning experiences

***BUT...***

Even great technology cannot provide a positive learning experience without a good teacher.



# Web 2.0

Consumers



Producers



# Google Apps for Education



Classroom



Gmail



Drive



Calendar



Docs



Sheets



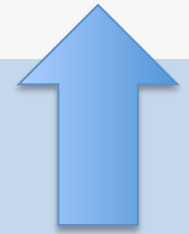
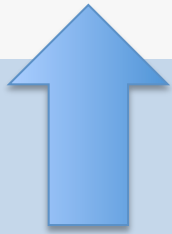
Slides



Sites



Forms

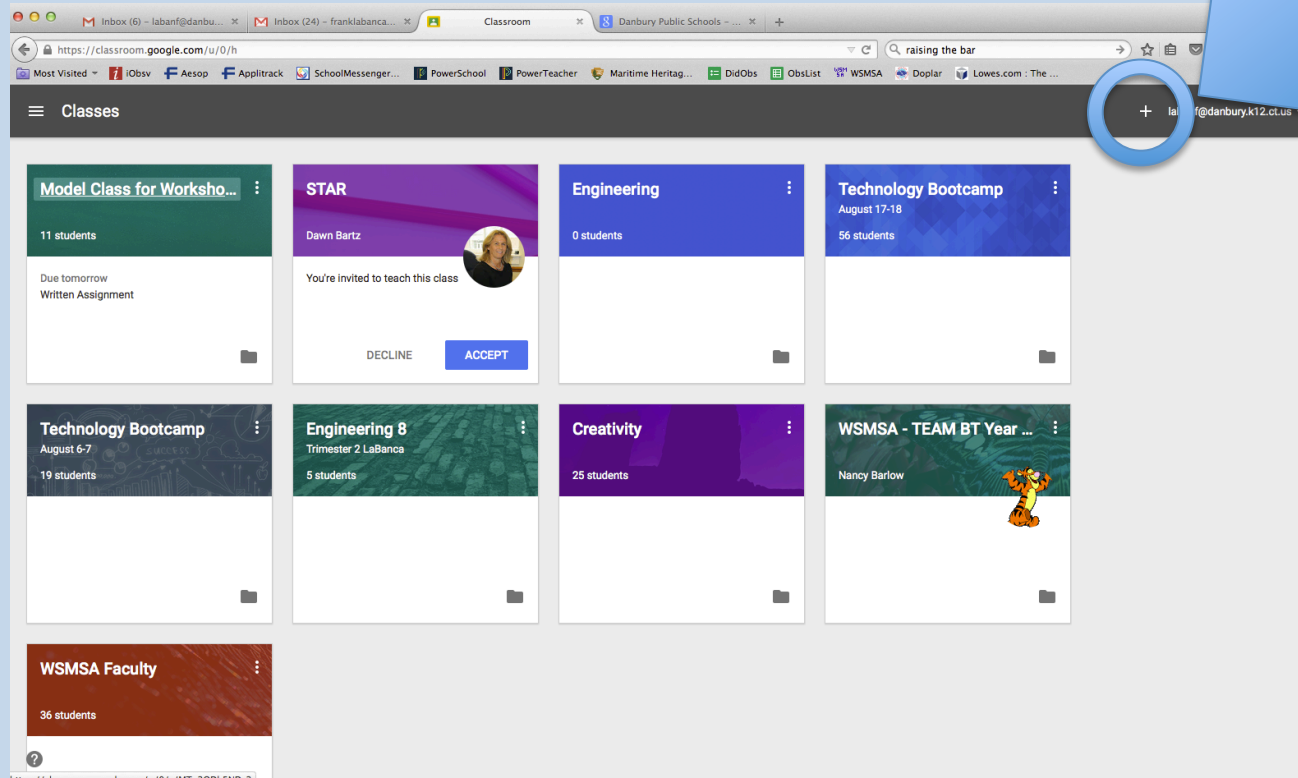


# Google Drive vs Google Classroom



# Google Classroom

<http://classroom.google.com>



# Formative Assessment: Google Forms and Flubaroo

<http://www.inquirylearningcenter.org>

- Click on: > Consulting Services  
> Workshop Resources  
> HERE (Google Forms)

# Electronic Grading and Feedback with Doctopus and Goobric

	A	B	C	D	E	F
1		4	3	2	1	
2	Claim	The text introduces a compelling claim that is clearly arguable and takes a purposeful position on an issue. The text has a structure and organization that is carefully crafted in support of the ideas, positions or arguments.	The text introduces a precise claim that is clearly arguable and takes an identifiable position on an issue. The text has an effective structure and organization that is aligned in support of the ideas, positions or arguments.	The text introduces a claim that is arguable and takes a position on an issue. The text has a structure and organization that is aligned in support of the ideas, positions or arguments.	The text contains and unclear or emerging claim or vague position. The text attempts a structure and organization.	
3	Development	The text provides convincing and relevant data and evidence to back up the claim and skillfully addresses counterclaims. The author discriminates between ideas and concepts that both support and refute an idea, position, or argument. The conclusion effectively strengthens the claim and evidence.	The text provides sufficient and relevant data and evidence to back up the claim and fairly addresses counterclaims. The author discriminates between ideas and concepts that both support and refute an idea, position, or argument. The conclusion effectively reinforces the claim and evidence.	The text provides data and evidence to back up the claim and addresses counterclaims. The author somewhat discriminates between ideas and concepts that both support and refute an idea, position, or argument. The conclusion ties to the claim and evidence.	The text contains limited data and evidence related to the claim and counterclaims. The conclusion merely restates the position.	
4	Audience	The text consistently addresses the audience's knowledge level, concerns, values, and possible biases about the claim. The author questions assumptions relevant to ideas and information to address the specific needs of the audience.	The text anticipates the audience's knowledge level, concerns, values, and possible biases about the claim. The author questions assumptions relevant to ideas and information to address the specific needs of the audience.	The text considers the audience's knowledge level, concerns, values, and possible biases about the claim. The author somewhat questions assumptions relevant to ideas and information to address the needs of the audience.	The text illustrates an inconsistent awareness of the audience's knowledge level and needs.	
5	Cohesion	The text strategically uses words, phrases, and clauses as well as varied syntax to link the major sections of the text. The text explains the relationships between the claim and reasons as well as the evidence. The text strategically links the counterclaims to the claim reflecting the author's ability to interpret and evaluate the credibility and validity of the content.	The text skillfully uses words, phrases, and clauses as well as varied syntax to link the major sections of the text. The text identifies the relationships between the claim and reasons as well as the evidence. The text effectively links the counterclaims to the claim reflecting the author's ability to interpret and evaluate the credibility and validity of the content.	The text uses words, phrases, and clauses as well as varied syntax to link the major sections of the text. The text connects the claim and reasons. The text links the counterclaims to the claim somewhat reflecting the author's ability to interpret and evaluate the credibility and validity of the content.	The text contains limited words, phrases, and clauses to link the major sections of the text. The text reflects a limited attempt or does not connect to the claims and reasons.	

# Electronic Grading and Feedback with Doctopus and Goobric

The screenshot shows a Google Sheets spreadsheet titled 'Untitled spreadsheet' with a sidebar for 'Doctopus Assignment Tools'. The spreadsheet contains the following data:

1	First Name	Last Name	Email	Student Folder	K Exclude	File Key	File Name	Link
2	Spencer	Abrams	sabr1001@danbury.k12.ct.us			1NR0rf4VJeA6X	ELA summer res	<a href="https://docs.google.com/...">https://docs.google.com/...</a>
3	Spencer	Abrams	sabr1001@danbury.k12.ct.us			1qab1P1fujjsDeI	Written Assignm	<a href="https://docs.google.com/...">https://docs.google.com/...</a>
4	Chloe	Creed	ccre1004@danbury.k12.ct.us			1IrmBMjHLICtaD	Written Assignm	<a href="https://docs.google.com/...">https://docs.google.com/...</a>
5	Chloe	Creed	ccre1004@danbury.k12.ct.us			1XHdrpC7ZU9lw	Copy of Readers	<a href="https://docs.google.com/...">https://docs.google.com/...</a>
6	Tanya	D'mello	tdme1007@danbury.k12.ct.us			12ajkQlri3247Qr	Written Assignm	<a href="https://docs.google.com/...">https://docs.google.com/...</a>
7	Tanya	D'mello	tdme1007@danbury.k12.ct.us			17fk94dEimJ3uN	My Brother Sam	<a href="https://docs.google.com/...">https://docs.google.com/...</a>
8	Tanya	D'mello	tdme1007@danbury.k12.ct.us			11e3jK8CrrBE2	Tanya D'Mello- f	<a href="https://docs.google.com/...">https://docs.google.com/...</a>
9	Tanya	D'mello	tdme1007@danbury.k12.ct.us			1-jkn_8_inC2y2C	Mi Facebook	<a href="https://docs.google.com/...">https://docs.google.com/...</a>
10	Alex	Jeffries	ajef1055@danbury.k12.ct.us			1JNtjwMshuRPz	Copy of CHEM4	<a href="https://docs.google.com/...">https://docs.google.com/...</a>
11	Alex	Jeffries	ajef1055@danbury.k12.ct.us			11wtgq4xQyWqk	Aquarium Conter	<a href="https://docs.google.com/...">https://docs.google.com/...</a>
12	Luis	Lopes	llop1044@danbury.k12.ct.us			1Ex5SYOAHQw	Written Assignm	<a href="https://docs.google.com/...">https://docs.google.com/...</a>
13	Alison	Lopes	alop1009@danbury.k12.ct.us			1hWEEnfpGzDWF	Written Assignm	<a href="https://docs.google.com/...">https://docs.google.com/...</a>
14	Connor	Magyar	cmag1024@danbury.k12.ct.us			11gjXSXvfEn8Sp	Box stuff for ELA	<a href="https://docs.google.com/...">https://docs.google.com/...</a>
15	Keven	Rodriguez	krod1018@danbury.k12.ct.us			1iDQ1j8q0wbfRF	Written Assignm	<a href="https://docs.google.com/...">https://docs.google.com/...</a>
16	Keven	Rodriguez	krod1018@danbury.k12.ct.us			1Xu3ZoKB46PIT	short story, big w	<a href="https://docs.google.com/...">https://docs.google.com/...</a>
17	Keven	Rodriguez	krod1018@danbury.k12.ct.us			1iiuEh0lkW_my1	Untitled docume	<a href="https://docs.google.com/...">https://docs.google.com/...</a>
18	Gabriella	Teixeira	gtei2005@danbury.k12.ct.us			1ecwCxjbsn0rSt	Written Assignm	<a href="https://docs.google.com/...">https://docs.google.com/...</a>
19	Gabriella	Teixeira	gtei2005@danbury.k12.ct.us			1hPtuOCouEmd	China Practice D	<a href="https://docs.google.com/...">https://docs.google.com/...</a>

The sidebar 'Doctopus Assignment Tools' includes the following elements:

- [R15 Argumentative Rubric](#)
- Change Goobric
- Display average scores
- Refresh edits & counts
- Look for new submissions
  - Only search for files that are "Turned in"
- Send feedback email
- Add co-teacher