

November 15-18, 2016

January 2017



<http://123vc.pbworks.com/>

Collaborative Tools Used in Jazz Environment

Jazz Reflections: <http://123vc.wordpress.com/>

Small Group Work: <http://drive.google.com>

Today's Meet: https://todaysmeet.com/2016_123VC

Photos: <http://www.flickr.com/photos/123vc>

Description:

Experience videoconference project simulations and learn effective collaboration techniques to enrich your curriculum with interactive experiences for many curriculum areas. This training is team taught by leaders in K-12 videoconferencing. Participants will leave with a plan for a student project during the next school year.

Collaboration Outcomes:

Shared objectives; Sense of urgency and commitment; Dynamic process; Sense of belonging; Open communication; Mutual trust and respect; Complementary, diverse skills and knowledge; Intellectual agility



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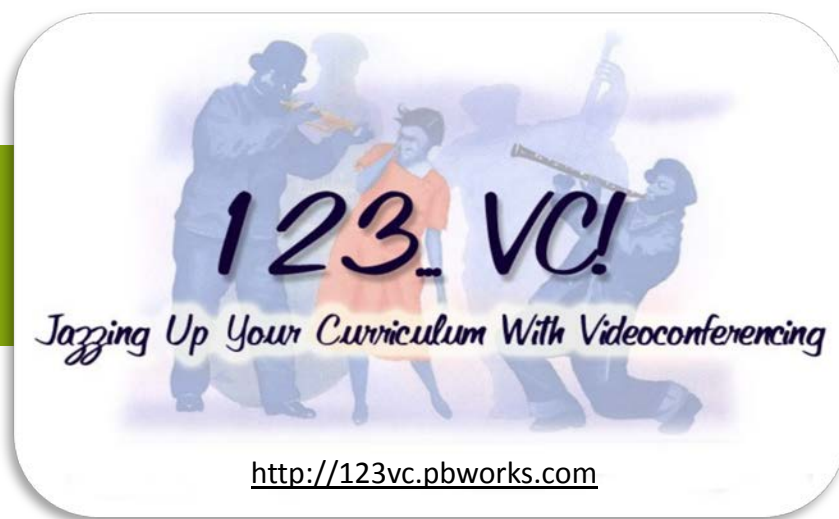
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Overview



Preparing Yourself for 123 VC: Jazzing Up Your Curriculum with Videoconferencing

We are delighted that you have signed up for this workshop. Jazzing Up Your Curriculum with VC is a highly interactive, collaborative workshop. To prepare for this experience, we suggest that you complete the

following tasks before the class starts. These are in order of importance. *If you have trouble with any of these tasks, don't worry! We'll help you when you come.*

1. Get a Google Account

In the workshop, you will use Google Docs to collaboratively work with other participants. For now, sign up for a Google account, using whatever email account you can access during the workshop, either school or personal. (If you already have a Google or Gmail account, then bring your username & password to the workshop.)

- Visit www.google.com and click on **Sign In** in the top right corner.
- Click on **Create One for Free** and fill out the form.
- Write down your username & password to bring to the workshop.

Username: _____

Password: _____

2. Activate Schema & Build Background Knowledge

- <http://123vc.pbworks.com> > Click "Pre-workshop Materials" under the Main Menu at the top left of the page.
- Visit several resources.
- Begin thinking about the impact that videoconferencing conferencing can make for the students you serve.

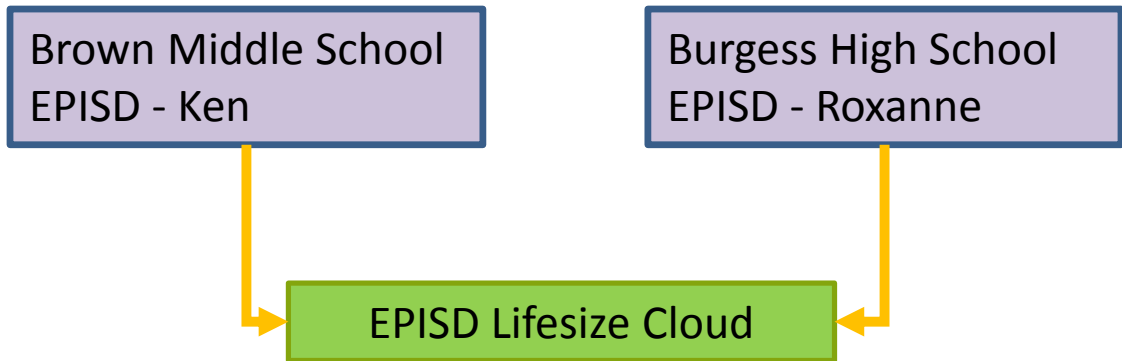
3. Prepare your Resources

You will be experience videoconferencing and other technology tools through the context of creating a collaborative project with a remote partner. If you have any critical resources your rely on when planning lessons, such as your curriculum expectations, scope and sequence, or print/web-based resources, make sure you bring copies, or know your login details.

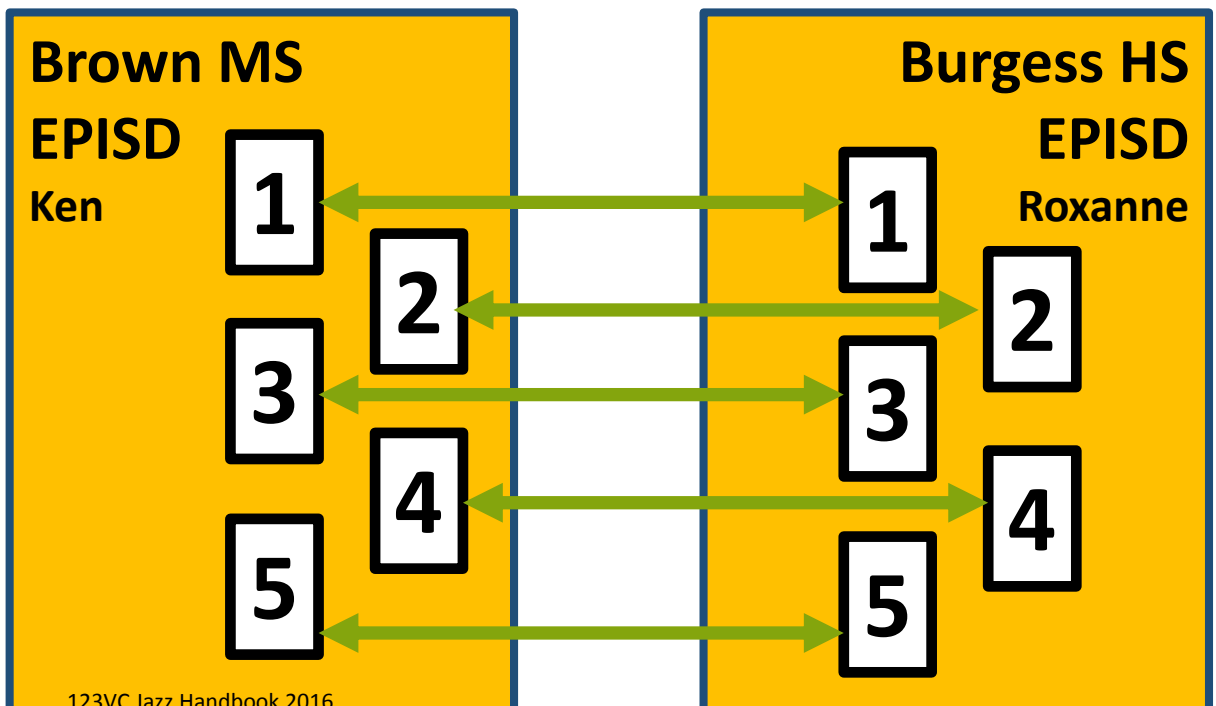
123VC: Connections

All Large Group Activities

Project Simulations, Guest Speakers, Grand Finale



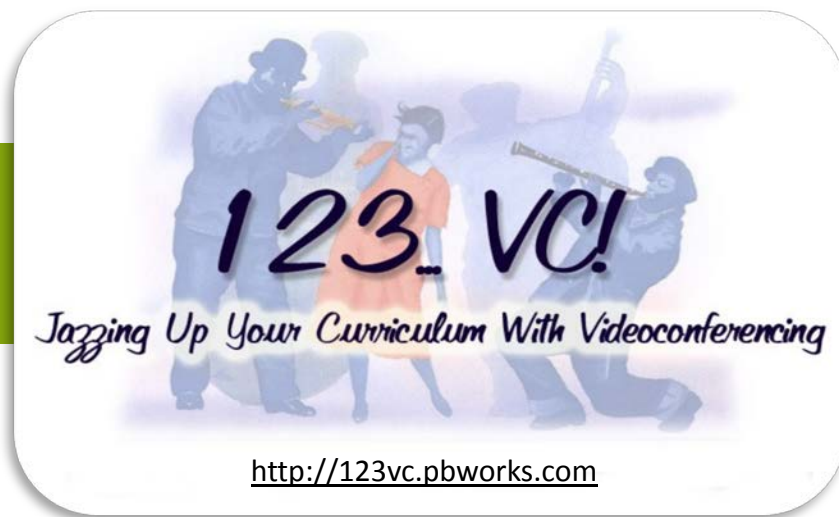
Small Group Project Connections



123VC Jazz Quick Glance Schedule, November 15-18, Follow-up Sessions

MDT	Day 1 Exchange Projects	Day 2 Academic Challenges	Day 3 MysteryQuests	Day 4 ASK Class Projects	Follow-up Sessions
8:30 - 9:30 AM	Independent Activities, Introduction, Volunteer Jobs, Roll Call Prep, Learning to Change - Changing to Learn Video	Independent Activities, Volunteer Jobs, Roll Call Prep, Google Drive	Independent Activities, Volunteer Jobs, Roll Call Prep, MysteryQuest Video	Independent Activities, Volunteer Jobs, Roll Call Prep, Videoconferencing Comparison	December 2016 January/February 2017
9:30 - 9:45 AM	Roll Call	Roll Call	Roll Call	Roll Call ASK Introduction	
9:45 - 11:30 AM	Exchange Introduction Exchange Simulation (Community Exchange, Monster Exchange, Literature Exchange) Debrief	Academic Challenge Introduction Math Marvels Simulation Debrief	MysteryQuest Introduction MysteryQuest Simulation Debrief	ASK Simulation (Develop Questions, Interview) Debrief	
11:30 AM - 12:15 PM	Lunch Virtual Field Trips Take Off Video	Lunch VC Zone Video	Lunch	Lunch/Local - 90 Minutes Changing Education Paradigms Video	
12:15 - 1:15 PM	Roll Call Guest Speaker(s)	Roll Call Guest Speaker(s)	Roll Call Guest Speaker(s)	Quad Action Sheet Group Work - Finalize/Publish/Practice - 60 Minutes	
1:15 - 2:00 PM	Local CILC, Lifesize Cloud	Local Listserv, AC/VC	Local CAPspace, Wikis		
2:00 - 3:30 PM	Group Work	Group Work	Group Work	Roll Call Group Presentations	
3:30 - 4:00 PM	Wrap Up & Reflection	Wrap Up & Reflection	Wrap Up & Reflection	Wrap Up, Evaluation, & Reflection	

Purple: Main Groups Connect, Orange: Small Groups Connect



How To

Where can I find links to all workshop materials in an electronic form for all participating sites?

<http://123vc.pbworks.com/>



Where is the backchannel chat for the Communications Specialist and Participants?

https://todaysmeet.com/2016_123VC

Where can I find pictures from the workshop?

<http://www.flickr.com/photos/123vc>

<https://tagboard.com/123VC2016/>

Use #123VC2016 on Twitter

Where will I write my project ideas with my small group?

<http://drive.google.com>

Google Username: _____ Google Password: _____

Where will we publish our small group project?

<http://123vc.pbworks.com/w/page/47051264/Small%20Group%20Projects>

Who is in my small group? (Look in your handbook behind the Small Groups tab.)

Where do I write my reflection about the workshop?

<http://123vc.wordpress.com>

- Select your site from the category list.
- Find today’s post written by **YOUR** site facilitator.
- Click the title of the post.
- Under “Leave a Reply”, write your response in the box and enter e-mail, then name.
IT IS RECOMMENDED TO WRITE YOUR REFLECTION IN A WORD DOCUMENT & COPY/PASTE TO THE RESPONSE BOX.
- Click “Post Comment”.

Roll Call Script

Prepare for the theme for the roll call each day. The following themes will be used before the simulations. Remind each site that roll call is brief (not a production or skit). Total time per site is 1 – 2 minutes.

- Day 1 Site Identification Sign & Slogan
- Day 2 Cheer or Theme Clap
- Day 3 Theme Song of the Week
- Day 4 Six Word Summary of Week

Elements of a Roll Call

- Call on the other site(s) in order and check audio and video.
- Be sure to speak clearly when facilitating!
- Audio Tip: Think about how you are hearing the other sites. If both are quiet, then you should turn up the local volume. If one site is quieter than the other site, then the quiet site should get closer to their mic or speak up loudly.

1. **Begin roll call when notified by your site coordinator.**
2. Welcome to all our participating sites. Today our roll call is _____. After I call on your site, un-mute your microphone and remember to speak slowly and clearly.
3. (Use the lists below to see the order of sites.)

Or if things don't go so well, you might say....

1. Brown, could you please move closer to the mic (or move the mic)?
2. Burges, we are seeing your ceiling fan. Would you please adjust your camera?

Guest Speaker Roll Call: Move quickly through each site to verify they are ready to begin. Total roll call time = ~5 minutes.

2016 123VC Sites

- Burges High School
- Brown Middle School



** Each group must submit at least 10 pictures to flickr for the end of week movie. Photos must include: a picture of the facilitator, a group shot, and 8 pictures from the rest of the week. We will use these pictures for the end of the week video.

Getting started
www.flickr.com

User Name: Jazz_vc
 Password: BennieJazz

Click "Photostream"

Viewing or downloading photos

<http://www.flickr.com/photos/123vc/>

Click Collections, Sets, or Tags to view different selections of photos.

Uploading photos

- <http://www.flickr.com/photos/upload/>
- Email photos to rather27before@photos.flickr.com



Organizing photos

- Add photos to the set for your site.
- Add a title and a description.
- Add appropriate tags. (i.e. mysteryquest, ASK program, monster match)
- Add to album: Jazz 2016 El Paso ISD

Tags: jazz2016, MysteryQuest, RAP, MathMarvels, AskProgram, CommunityExchange, monstermatch, guestspeaker, groupwork,

Editing photos after upload

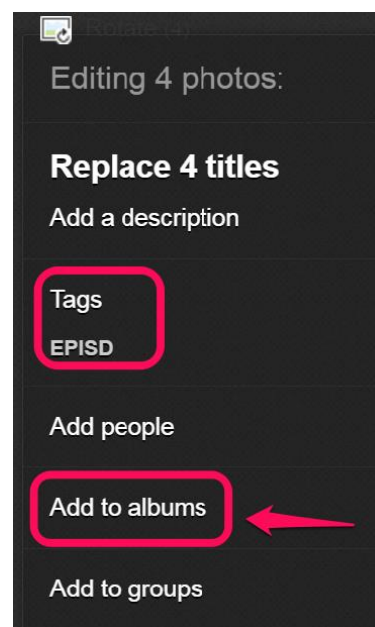
Go to <http://www.flickr.com/> and log in.

- Click on the photo that you want to edit.
- Click on the edit icon. 
- Select "Edit in Aviary".
- After all edits are complete, click Save. 
- Either make a copy and save or replace the original photo.

Save this photo

Save a new copy

Replace



Flickr App

Another option is to download the Flickr app to use on an iOS or Android device.

What is Google Drive?

Google Drive is a suite of free cloud-based tools for creating, sharing, storing and collaborating on files. Within Drive, there are several different tools:

- Docs – word processor (like Microsoft Word)
- Sheets – spreadsheet (Excel)
- Slides – presentation tool (PowerPoint)
- Forms – simple way to create a survey



How Do I Get To It?

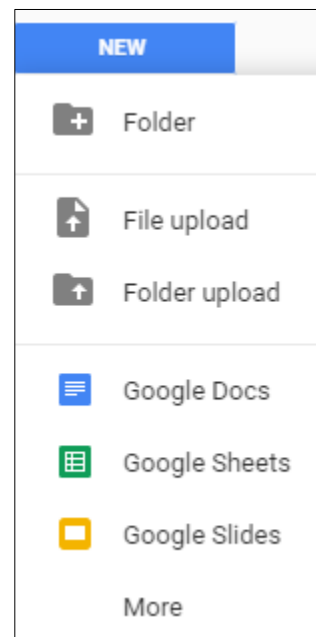
Visit <http://drive.google.com> and login with your e-mail & password or create a new Google account. (Please note that you CAN use an existing e-mail address to set-up an account.)

How Do I Create or Upload a File?

Click the blue “New” button in the left sidebar and choose which file type you wish to create. Your file will open in a new browser tab and you can start working on it immediately. Give your file a name by clicking where it says “Untitled Document” (or Spreadsheet, etc) in the upper left corner. You also have the option to upload a file or folder from here.

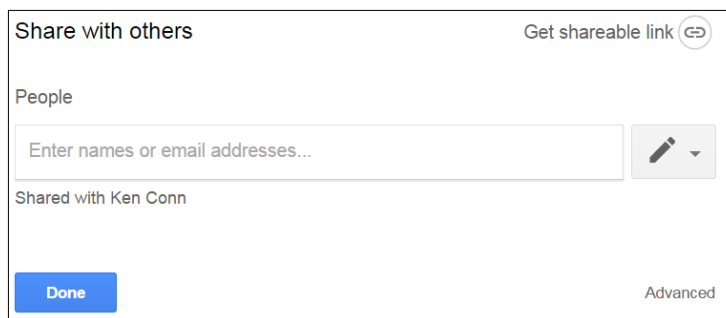
How Do I Edit and Save a File?

1. All you need to do is open the document and you can make changes just as if you were using Excel or Word on your computer.
2. It will save your file periodically, but just click **Save** or **Save & Close** when you are finished.
3. If you want to add comments, click the gray comments button on the right.



How Do Add Other People?

To share a file, click the blue “Share” button in the top right corner while your file is open. Then, you can either click “Get shareable link to share with others”, or invite people directly. If you invite them directly by typing their email address into the box, they will get a notification via email and will have the option to add the file to their own Google Drive.



Under the “Advanced” option, you get to choose the level of access of the people you share files with – whether you want them to be able to edit the file, add comments, or to view only.

Sharing Folders

You can also share an entire folder with someone else, and they will gain access to all files within that folder. To do this, open the folder you wish to share and click on “Share” in the drop-down menu under the folder name.



Auto-Save

Drive saves your work almost instantaneously every time you make an edit, so there’s no need to save your work, ever. It does it automatically.

PBWORKS

PBWorks is an online workspace. Basic classroom workspaces are free; premium workspaces start at \$99/year.

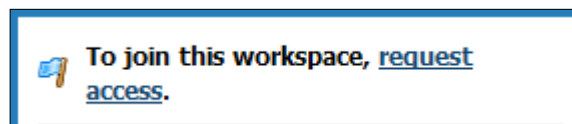
In your Classroom, Library, or District

- Encourage student-centered learning. Even young students can build web pages, embed images & video, and post documents.
- Provide access to information sources, book lists, and links to good articles. Have the resources stored for future use.
- Host and share information between students, faculty and staff. Encourage staff development and shared resources across schools.
- Make distance learning more interactive and collaborative, support research teams, and improve inter-departmental coordination.

How to Post Your Small Group Project

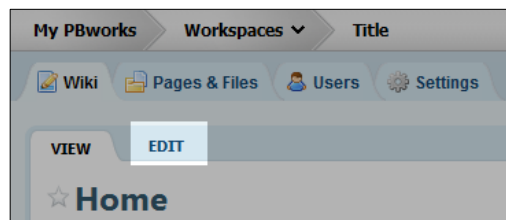
1. Get started by creating an account here: my.pbworks.com (if you don't already have one). This central home of all your workspaces under your PBworks account.

2. To become a workspace member, look for the Request Access link at the top of the right navigation. Complete the form. The site administrators will approve your membership and set your permission rights.

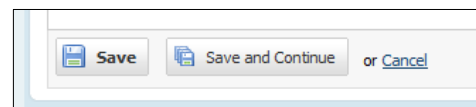


3. Small Group projects will be housed in the 123VC workspace. Look for the Small Group Projects link under the Main Menu on the left. <http://123vc.pbworks.com/>

4. Edit a page of any workspace, simply click the "Edit" tab while viewing the page (shown right). If you don't see the word "Edit", then you are not logged in under an account at My PBworks that has permission to edit the page.

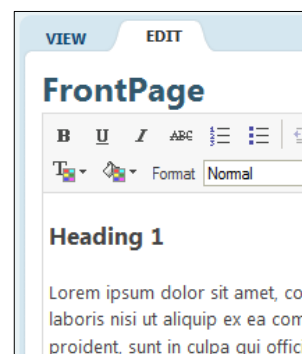


5. When the page is in edit mode, the editor toolbar will appear, and you can change the text on the page.
6. To Save your changes, click the Save button in the lower left corner of the page.



PBworks also allows you to include tables, images and plugins on pages. You can also link to uploaded documents, other pages, email and weblinks, links. If you are interested in any of these features:

- Click on the **Help** button on the top, right of your workspace.
- On the left navigation, choose **Workspaces**, then **Pages**.
- Additional help topics are listed for you.





Simple.

Flexible.

Dependable.

Lifeseize Cloud Cheat Sheet for Chrome or IE (Web App)

Lifeseize Cloud is a simple way for your organization to connect over video. Let's get started with its easy-to-use interface, screen sharing, calendar integration, chat, and audio-calling options to help your organization collaborate and communicate.

Navigation Bar

Call Controls

Mute camera

Record

Mute Mic

Presentation

Hang up

Manual dial

Make a Call



Click the dial out button to connect.

- Directory is a list of people or systems
- Meetings shows all the meetings created by your organization

123VC Jazz Handbook 2016

Mute Audio



Click the microphone icon to mute your microphone. It will be red when muted. You will be able to hear the conversation during the call, but others will not hear you until you unmute the microphone.



Mute Video



Click the video icon to mute your video. It will be red when muted. You will be able to see others, but others will not be able to see you.



Presentation



Click the laptop icon to start a presentation. You will then be able to select either a desktop or an application to present. Click the share button to begin the presentation. Stop sharing will terminate the presentation.



End a Call




Click the telephone icon to hang up the call.



Be sure to always hang up at the end of a call. This will terminate all video and audio communications with other sites.

GETTING STARTED WITH YOUR LIFESIZE VIDEO SYSTEM




ANSWERING A VIDEO CALL

- Press 





ENDING A VIDEO CALL

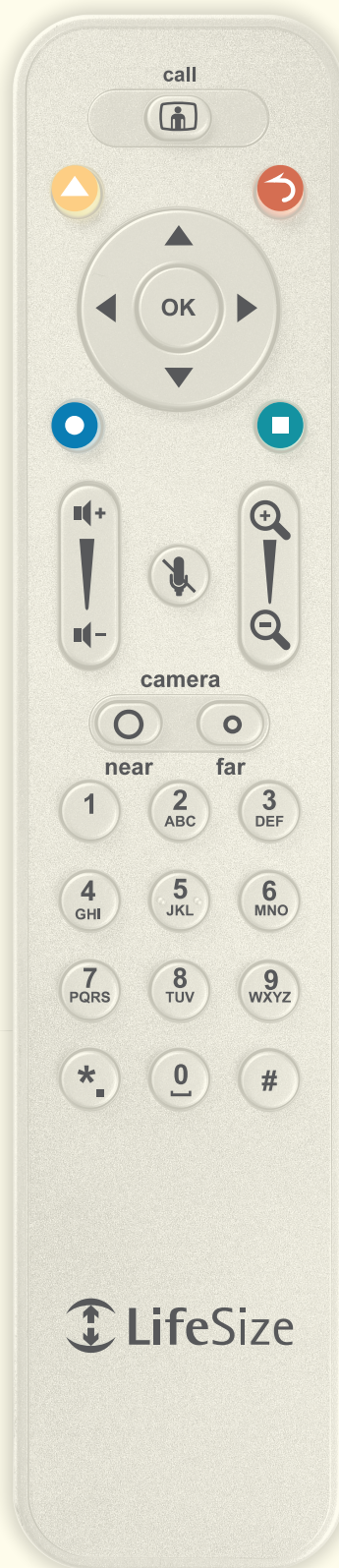
- Press 
- Select the call to terminate.
- Press 

ADJUSTING SOUND:

- Press the  button to increase volume or the  button to decrease volume.
- Press the  button to mute or unmute the audio.


ADJUSTING THE CAMERA:

- Press the  key to control the far side camera.
- Press the  key to control your local camera.
- Use the arrow keys to pan left and right, up and down.
- Press the  key to zoom in and the  key to zoom out.





PLACING A VIDEO CALL



Dialing from the Redial list:

- Select the number to call.
- Press 

Dialing from the Directory:

- Press 
- Select the number to call.
- Press 

Dialing manually:

- Select the Video Call button.
- Press 
- Enter the phone number or IP address.
- Press 




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132-00071-001 Rev 01



GETTING STARTED WITH YOUR LIFESIZE VIDEO SYSTEM

PLACING A VIDEO CALL



Dialing from the Redial list

- Using the arrow keys, select the number to call.
- Press 

Dialing from the Directory

- Press 
- Using the arrow keys, select the number to call.
- Press 




Dialing manually

- Using the arrow keys, select the Video Call button on the main screen.
- Press 
- Enter the phone number or IP address.
- Press 

ANSWERING A VIDEO CALL

- Press 

ENDING A VIDEO CALL


- Press  to end a two-way call.
- Press   to end a multiway call.





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SELECTING A CAMERA TO CONTROL

- Press  to switch between the near and far cameras in a call.

ADJUSTING A PTZ CAMERA

- Select a camera to control.
- Use the arrow keys to pan left and right, tilt up and down.
- Press  to zoom in and  to zoom out.

ADJUSTING SOUND

- Press  to increase volume or  to decrease volume.
- Press  to mute or unmute the audio.

SELECTING A SCREEN LAYOUT

- Press 


RETURN TO THE MAIN SCREEN


- Press 

STARTING A PRESENTATION

- Press  to start a presentation.

The following indicators appear:

 Appears on top of the presentation video that you are receiving from a participant.

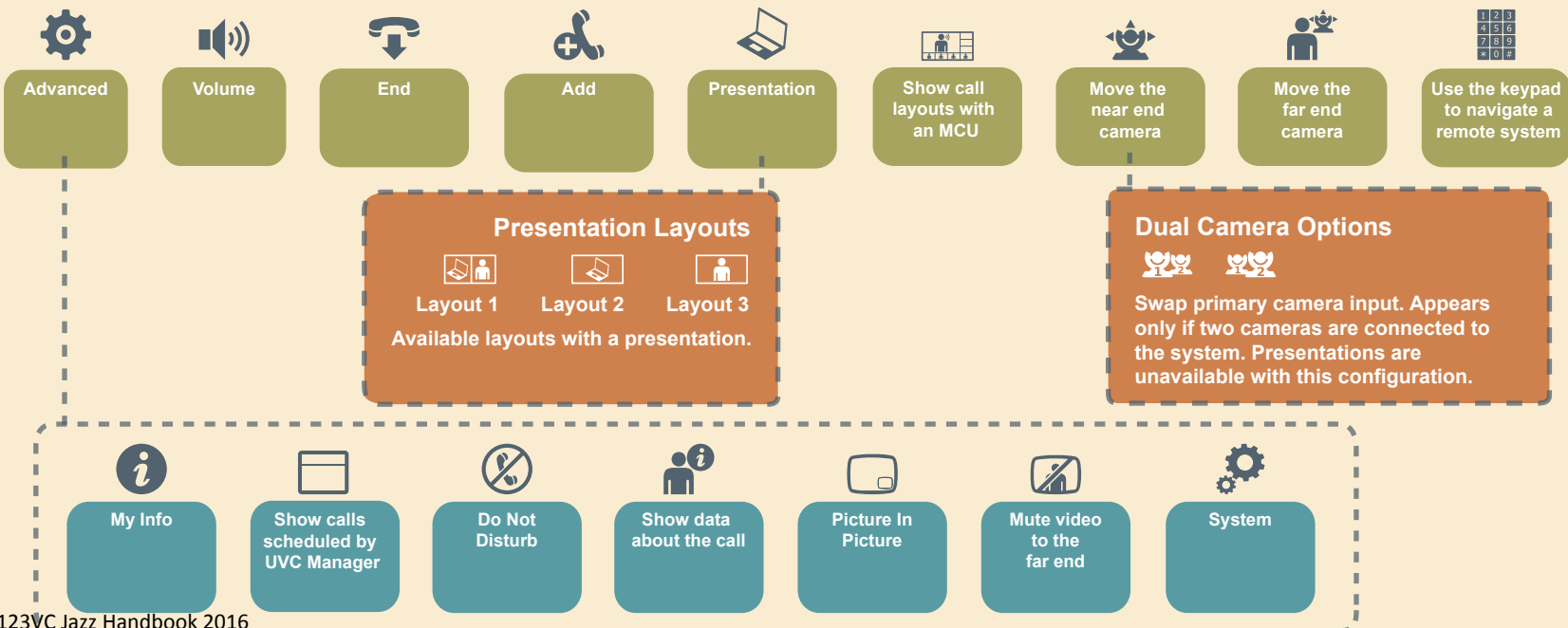
 Appears on top of the presentation video that you are sending.

- Press  again to stop the presentation.

System Not In A Call



System In A Call



How do I find more partners and projects?



Collaborations Around the Planet

<http://projects.twice.cc/>

CAPspace is a social networking tool for educational videoconferencing. Create and advertise your own collaborative videoconference projects to educators around the world. CAPspace also provides registration for collaborative events and projects such as TWICE's Read Around the Planet. There are currently 14155 educators from 56 countries registered with CAPspace. Email notifications are sent daily.

Center for Interactive Learning & Collaboration – Collaboration Center

<http://www.cilc.org/Collaborations.aspx>

The CILC Collaboration Center is the venue for educators to meet, create a collaborative project, and share their reflections. Search current and past collaborations or post your own collaboration. Posted projects are emailed to the CILC mailing list on Mondays. Sign up for an account to receive the emails.

K12IVC Listserv

<https://groups.google.com/forum/#!forum/k12ivc>

CILC maintains this listserv. This listserv is the fastest way to get a collaborative partner. It is not moderated, so your messages go out immediately. Once you join, the easiest way to post to the group is to send an email to k12ivc@googlegroups.com. [ListSers are automatic e-mail servers. A listserv uses a mailing list program for communicating with other people who have subscribed to the same list.]

Awesome Community for Videoconferencing

(AC/VC) <http://ac4vc.blogspot.com/p/membership.html>

ACVC is open to anyone using videoconferencing as an "instrument" to "rock" K-12 students and staff. The goal is to meet four times per school year to share updates and challenges, as well as projects and ideas. Currently on hiatus. Will be back in 2017!

Your Professional Learning Community

The idea behind a PLC is professionalism "based on specialized knowledge and a focus on serving client needs" and community "based on caring, support, and mutual responsibility within a group." You can grow your PLC within your campus/district or use social tools such as Twitter, Edmodo, or organizational websites. Your PLC is a great "place" to reach out to for partners and to assist with project development.



What are educators saying about CAPspace?

“With videoconferencing, our Title I, dual language school, nestled in a pocket of a primarily English-speaking community, can access domestic and international classrooms that can interact in Spanish with our students. Collaborations Around the Planet (CAPspace) and videoconferencing have made these opportunities a reality for our students.”

Jeanette Candelaria - Volunteer Videoconference Coordinator, Valley Elementary School – California

“The more people you know, the more videoconferences you can do!”

Janine Lim Berrien, ISD – Michigan

“With CAPspace we are connected to colleagues around the world. Without the boundaries of walls in our classroom, we are only limited by our imagination.”

Nurit Reshef, Edmonton Public Schools – Canada

Polycom® CAPspace™—Collaborations Around the Planet

What Is Collaborations Around the Planet?

Polycom Collaboration Around the Planet—CAPspace—is an online professional K20 network and global directory that enables educators with access to video conferencing technology to enhance their curriculum, connect with colleagues and peers, and expand the reach of their classroom with live, interactive learning experiences.

Polycom CAPspace is a free directory that is open to all educators who use video conferencing technology. It provides access to over 15,000 professionals from 58 countries and includes unlimited number of lessons throughout the year that educators can integrate into their curriculum. From the CAPspace site, educators can search, identify, and request participation in special projects, classes, and workshops or provide a listing of the lessons they would like to share worldwide.

The program is sponsored by Polycom and hosted by Two Way Interactive Connections in Education (TWICE), Michigan’s video conferencing organization for education. TWICE promotes and supports collaborative connections for the benefit of all students.

Joining CAPspace will benefit you

Enhance Classroom Curriculum

Collaborate with another class to discuss an issue that is conversational, learn about a different culture or community, participate in a student led discussion of a novel, offer test prep classes, and much more.

Improve Student Skills and Understanding

Heighten students’ motivation; improve communication and presentation skills, and increase memory and retention by appealing to a variety of different learning styles.

Expand Cultural Awareness

Participate in local, national and international collaborative projects and programs.

Network with Colleagues & Peers

Interact with practicing professionals, host staff meetings and curriculum planning sessions.

Enhance Professional Development

Provide or get access to training classes, programs and workshops without leaving your workplace.

Getting Started

It is easy to get started using CAPspace. Simply follow the instructions listed below to become a member and start collaborating today!

What is the site URL?

www.polycom.com/education/PCATP



CAPspace

www.polycom.com/education/PCATP

After getting your CAPspace account, take the Tour!

- **Home Page:** Contains the Message Center with notices of new and upcoming events.
- **My Settings:** Lets you include information about yourself, upload a picture, change your email, etc.
- **Personal:** Include information about your role in education. This information helps you find a partner to collaborate with and selecting grade levels/subject areas can help you restrict emails.
- **Personal Picture:** If desired, you can upload a picture for your profile.
- **Websites:** Include your school or favorite websites.
- **Email Settings:** Choose how much email you want to receive from CAPspace.
- **Profile Page:** Shows what others see when they view your page. When you click on Connections, you can see the events they have participated in. Remember your connections by adding them as a friend.
- **My Projects:** Collaborations are user created ways to find partner classes – topics, dates and activities are up to the creator. Events are more formal, only held at specific times and have limited availability. Events also require you to be connected to verified equipment.
- **Search:** Allows you to find friends/partners new and old and the latest posted collaborations or past collaborations for good ideas.
- **Training:** A collection of further resources and information about CAPspace.

If you want to repeat the tour, go to My Settings, CAPspace Tour and do it again!

Need flexible financing?

Polycom **CAPITAL**
Collaborative Financing

www.polycom.com/polycom-capital

About Polycom

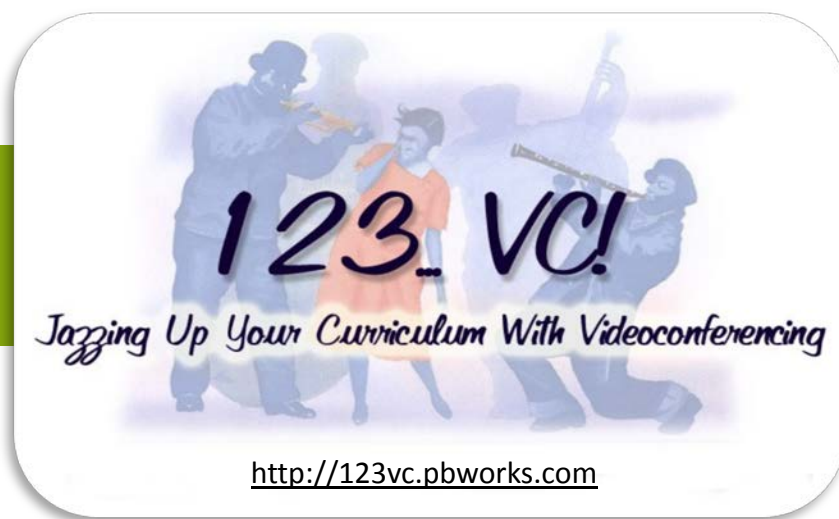
Polycom helps organizations unleash the power of human collaboration. More than 400,000 companies and institutions worldwide defy distance with video, voice and content solutions from Polycom. Polycom and its global partner ecosystem provide flexible collaboration solutions for any environment that deliver the best user experience and unmatched investment protection.

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Projects



Monster Match Exchange Project

Project Description: Two classrooms will be paired up and each class will draw a monster. Each class will then write a description of their monster and post it online. Classes will then draw a second monster and see if there is a monster match. Both classes will meet via videoconference to compare the original monsters with the recreated monsters.

Monster Match Procedure

1. Draw a monster using markers and plain copy paper.
2. Write a description of the monster. The description should be clear and concise.
3. Post the description of your monster online on this Google Doc - <http://tinyurl.com/123VCmonster>
4. Check back to see when your partner group posts their description.
5. Draw another monster based on the description posted by your partner group.
6. Meet with your partner class via videoconference to see how well the monsters match!
7. Bring both monsters and both descriptions to the videoconference.

Videoconference Agenda:

Group Introductions (what time is it and what is the weather currently)

NOTE: The group showing the ORIGINAL monster then identifies similarities and differences. Be sure to have the descriptions with you to determine if the monsters match what was written.

1. Group A zooms in on their ORIGINAL monster.
2. Group B zooms in on the second monster they created.
3. Group A identifies similarities and differences.
4. **REPEAT switching roles.**
5. Group B zooms in on their ORIGINAL monster.
6. Group A zooms in on the second monster they created.
7. Group B identifies similarities and differences.
8. Closing: Big round of applause for both groups!

Read more about Exchange Projects in the Videoconference Projects Template Booklet.

Adapted from Monster Exchange Project



Animal Exchange

Animal Exchange: Each group will select an animal that is found in their state/province/region. Try to find one that is unique to your area. Prepare a presentation about that animal to share with your partner group.

The presentation should be about 5 minutes and include the following information:

1. Habitat
2. Movement
3. Description
4. What they eat

Each presentation should include:

- a visual - illustrated or created by participants (not a PowerPoint slide)
- sound - What sound does the animal make?
- motion - act out how the animal moves
- song or poem about this animal

Videoconference Agenda:

Group Introductions (include where you are located in the state, what time it is, what the weather is, or something that you are near or something that the other class might not know about your city/state.)

1. Group A presents their animal.
2. Group B tells three things that they learned/heard in the first presentation.
3. Group B presents their animal.
4. Group A tells three things that they learned/heard in the first presentation.
5. Reflection questions:
 - What are similarities and differences in the two animals?
 - Could the two critters swap habitats? Could Group A's animal live where Group B's animal lives?
6. Closing: What is your favorite game to play or activity at PE or recess?

Read more about Exchange Projects in the Videoconference Projects Template Booklet.



Community Exchange

Each group will prepare a presentation about their community to share with their partner class. After each class makes their presentation, there will be time for Q and A.

The presentation should be about 5 minutes. Here are some ideas to get kick off the brainstorming for this project.

- Information about demographics of locale
- Cultural institutions, zoos, museums
- Schools—size, curriculum, structure
- A map of the community/city/state/province
- Type of food that is popular
- Favorite sporting events
- Tidbit of trivia

Each presentation should be accompanied by visuals to communicate the feel of the community to the partner group. *(Check with your site facilitator about how to best do this at your site.)*

Videoconference Agenda:

Group Introductions (what time it is, what the weather currently is, members of your group)

1. Group A presents their community presentation.
2. Group B tells takes notes on what they learned from the presentation.
3. Group B presents their community presentation.
4. Group A tells takes notes on what they learned from the presentation.
5. Reflection questions:
What are similarities and differences in the two communities?
Closing: Big round of applause for both groups!

Read more about Exchange Projects in the Videoconference Projects Template Booklet.



Read Around the Planet

<https://projects.twice.cc/>

Read Around the Planet is a celebration of National Education Association's Read Across America. Classrooms use interactive video to connect with other classrooms "around the planet" and read to each other. The activity is sponsored by TWICE and Polycom, in cooperation with NEA.

Planning Your Presentation

The presentation should be about 5 minutes. It can be ANYTHING related to reading or promoting literacy. Here are some ideas to get kick off the brainstorming for this project

Skits or plays	Illustrations
Raps or songs	Dramatizations
Puppet Show	Student-created books
Readers' Theater	Original poetry
Recitation of poetry	Original songs
Sign language	Dr. Seuss Trivia

Each presentation should be accompanied by visuals to enhance the presentation.
(Check with your site facilitator about how to best do this at your site.)

Videoconference Agenda:

Group Introductions (what time it is, what the weather currently is, members of your group)

1. Group A presents their Read Around the Planet presentation.
2. Group B presents their Read Around the Planet presentation.
3. Q and A: Introduce yourself and frame your question.
example: "Hi, my name is Roxanne. We have Baylor University located here in Waco. Do you have a local university or community college in your town?"
4. Reflection questions:
What are similarities and differences heard during the conference?
5. Closing: Big round of applause for both groups!

Read more about Exchange Projects in the Videoconference Projects Template Booklet



Math Marvels

Created by Linda McDonald, formerly Instructional Technology Facilitator, Katy I.S.D.,

The focus of Math Marvels is on problem solving and communicating solutions/strategies using non-routine, higher order thinking examples.

1) Where do the problems come from?

From an old wise woman who lives alone on the top of a mountain in some far away place. Seriously, that is up to the facilitator(s) or even better the teacher(s) who are putting the Math Marvels activity together. Check out the sample problems from past Math Marvels sessions and the resource websites for ideas.

2) What should I do with my students before the videoconference to prepare them?

- Review good math problem solving that has the students use various strategies and discussion. You can easily do this with the sample problems from past Math Marvels sessions.
- You may also want the students to create problems that have an answer of a number you predetermine before the videoconference. For example, have the students create problems that have an answer of 12.
- Ask the students to come up with a few math themed jokes to share at the end of the activity. This can help generate excitement as students look forward to the videoconference.

3) What should I do before the videoconference to prepare myself?

Designate someone at one of the locations to be the main facilitator (game show host personality recommended) during the videoconference. This person will coordinate the sharing of the problems, solutions, and basically keep the activity flowing. You also need to designate a secondary facilitator at each location to help coordinate anything with the main facilitator at that specific location.

- Pre-assign the students to small work groups of 3-5 students. During the activity they will work on the problem in their small work group and then compare/discuss answers with the other groups in the class.

4) How does the activity work during the videoconference?

- The designated facilitator(s) will present the problem(s) to the classes.
- Once the problem(s) is/are presented the locations will mute their microphones and work on their problem in small groups while comparing/discussing their answers and strategies with the other groups in the class. Teachers are encouraged to ask leading questions if their students need direction, but should not directly help them.
- After about five minutes each location will share their answer and the steps they took to solve the problem.
- You may keep score, but keep the focus on the activity. Remember, the purpose of the activity is to develop problem solving skills and practice communicating math solutions.

5) Should I do anything after the videoconference?

Of course you need to applaud the students for a job well done! You should also have the students share their thoughts with you about their experience and acknowledge their feedback by putting it back into Math Marvels to help continue to improve it for everyone.

INSTRUCTIONS

Before your Challenge:

- Have each student create a problem with an answer of a specific number (for example, 12). Be creative. Be prepared to share a few of your class favorites.
- Gather a few math jokes to share at the end of the conference if time allows.
- Practice good math problem solving that employs strategies and discussion. Review the sample problems used in past Math Marvels sessions to practice with your students.
- Have students pre-assigned to small work groups. Make sure each group has pencil/paper. They may need a clipboard to write on if they will be sitting on the floor.

During your Challenge:

- Problems will be presented (possibly via a PowerPoint) by the facilitator(s) at one of the locations.
- After each problem is presented, please **mute** your microphone and allow about 5 minutes to work on the solution. It is helpful if one campus can put an overhead timer on the document camera for this part.
- Small groups work on the solution; then compare and discuss answers as a class.
- PLEASE play fair. This should be an opportunity for students to use and display their skills. Teachers should ask leading questions if their students need direction, but, as hard as it may be, don't help them!
- After the time limit (or before if both groups are ready) reply with the answer to your challenge question. This is the best opportunity for you students to communicate their thinking. Emphasize the use of strategy!
- It is really great to give your challenger a round of applause for correct answers and/or good thinking.
- You may keep score, if desired, but most importantly have fun.
- Remember the purpose of this session is to **develop** problem solving skills and **practice communicating** math solutions.

After your challenge:

- Congratulate your students on a job well done.
- Have your students reflect about their experience either through writing or teacher led discussion.
- Use your students' feedback to continue to improve the Math Marvels activity for everyone.

ADVERTISEMENT**60 Minute Math Challenge Video Conference****SESSION(S) INFORMATION - DAY, MONTH, DATE, START/END TIME**

To register, please email **INSERT CONTACT E-MAIL HERE** with:

- **Teacher's Name and E-mail**
- **Campus and District**
- **Technical Contact Name, E-mail, and Phone Number**
- **Session Date(s) Desired (if necessary)**

Non-routine questions will be provided that require problem-solving strategies including drawing a picture, looking for a pattern, systematic guessing and checking, acting it out, making a table, working a simpler problem, or working backwards to solve a problem.

In addition to using strategies, we will focus on communicating solutions and strategies to challenge partners.

CONFIRMATION

- Please review your challenge information listed below.
- Please make sure that your students are ready to begin at the designated start time. Students should work in small groups of 3-5 students. Each group will need pencil and paper.
- There is no preparation necessary other than the regular use of the problem solving process you are already using in your classroom!
- Remember keeping score is optional; the focus is on communicating solutions and strategies to challenge partners.

DAY, MONTH, DATE, START/END TIME**GRADE LEVEL(S) – Facilitator is NAME**

- **TEACHER #1 NAME, E-MAIL, CAMPUS, DISTRICT
TECHNICAL CONTACT'S NAME, E-MAIL, PHONE NUMBER**
- **TEACHER #2 NAME, E-MAIL, CAMPUS, DISTRICT
TECHNICAL CONTACT'S NAME, E-MAIL, PHONE NUMBER**
- **TEACHER #3 NAME, E-MAIL, CAMPUS, DISTRICT
TECHNICAL CONTACT'S NAME, E-MAIL, PHONE NUMBER**

CONNECTION INFORMATION

ENTER ANY INFORMATION CONCERNING THE VIDEOCONFERENCE CONNECTION HERE

RESOURCES FOR CREATING MATH PROBLEMS

- <http://school.discoveryeducation.com/brainboosters/?campaign=DE&CFID=13116817&CFTOKEN=98020605> (best bets are in Number and Math Play)
- <http://www.smart-kit.com/>
- <http://nrich.maths.org/public/>
- <http://thinkzone.wlonk.com/index.htm>
- <http://www.cut-the-knot.org/>
- <http://www.thesingaporemaths.com/>
- <http://www.nzmaths.co.nz/problem-solving>
- <http://pred.boun.edu.tr/ps/>

A List of Links: http://www.internet4classrooms.com/brain_teasers.htm

Higher Grades: <http://www.braingle.com/Math.html>

MysteryQuest Beaches

Preparation Packet



Prepare Your Presentation

Each group should plan a three to five minute presentation.

Your group presentation should answer the required questions. In answering the questions you will help other groups figure out your location. Use the research web links to help you find the answers, as well as other print resources you have at your location.

When creating your presentation, please recognize the need to **clearly communicate the clues**. If you are making a creative presentation, please make sure to clearly indicate which clue is being given. You don't need to present the clues in order. This will help the efficiency of taking notes. If your clues are not in order, please clearly indicate which clue is being addressed and which section. Give the other classes time to find the clue and write it down.

To clearly communicate clues, **we highly recommend visual cues** of the clues. This could be a PowerPoint presentation to accompany the clues; using the document camera to present the text of the clues; or using large signs that students hold up while presenting. Visual cues assist in getting the spelling correct, understanding when students mispronounce location names, and help those taking notes get accurate information. When using visual clues, be sure to leave them on the screen long enough to allow copying.

When working on your presentation, you may wish to divide the questions among the people in your group so that everyone participates in the research and presentation preparation.

Media Tips for Your Presentation

Each classroom should plan a three to five minute presentation about one beach. The presentation may include photos, graphics, video clips, etc. The media used for your presentation will often depend on the equipment available for your video conference. Talk to your site facilitator to find the best options for presentations at your location.

You may use printouts on a document camera that includes photographs or if there is a computer connected to your video conferencing system you may choose to design a PowerPoint presentation or even a web page! However, remember that long PowerPoints can be boring. The students want to see each other too. Use balance and judgment in your decision. Be sure to use a large text size so the words can be seen by other participants. Please avoid taped presentations. One of the curriculum goals for this project is to give students practice in oral speaking in a live connection. In addition, taped presentations are difficult to understand and hear when sent over compressed video. It also is easier for students to answer questions about their presentation if their research is fresh in their mind.

More tips for visuals for your presentation:

- Change the visual or the focus often.
- Don't leave the audience looking at the document camera or PowerPoint for too long. Show the students or presenter again. People can feel distanced if they are just looking at visuals and not people.
- Practice the presentation with the visuals.
- Have a backup plan if you are using a computer presentation (such as print copies of the presentation).
- Use horizontal or landscape paper using the 4x5 ratio for TV. Use blue ink on a light colored paper for easy reading.
- For computer presentations, use a dark background with light colored thick/bold font (yellow text on blue background is great). (Hint: assign your students to watch the news one evening and take notes on the colors used for text and text background. Are they readable? These are generally good colors to use!)
- Use large fonts such as 24 pt or higher.
- Leave a 1.5 or more border/margin around the edge of the document.
- Be careful of colors: avoid red/hot pink and green, avoid solid blocks of white, black or red.

Revealing the Answer

Prepare a visual to reveal the answer to your presentation. If possible write down the name of the location to show on the document camera or with a big poster so that other groups can easily tell whether or not they got it correct. Be creative here if you want!

Questions to Answer in Your Presentation

If you prefer, you may add additional information to your presentation. Be sure to keep the presentation very concise: (3-5 minutes).

Beach Clues

Region

Answer at least one question from this category.

1. Describe how land and sea areas define the country's borders.
2. What other landmarks are close to the beach?

Location

Answer **both** questions from this category.

1. What is the relative location of this beach? (i.e. Describe its location compared to another significant location of your choice. Be fairly specific as our time is short for guessing.)
2. Which direction from the country capitol do you travel to reach the beach?

Place

Answer at least four questions from this category.

1. What body of water is closest to the beach?
2. What is the area of the country in which the beach is located?
3. What is the primary language of the country in which the beach is located?
4. What is the population of the country in which the beach is located?
5. Name and describe a tourist attraction near your beach (other than the beach). Illustrate if possible.
6. What is the population of the nearest city?
7. Describe one or more notable physical landforms in or near this city.

Videoconference Agenda

15 min. Group Presentations
(3-5 min. each for 3 presentations)

15 min. The Quest: Locating Sites
(All sites mute.)

5 min. Question and Answers
This section will be tightly moderated.
Group A answers all questions.
Group B answers all questions.
Group C answers all questions.

5 min. Group teams 're-evaluate' their answers.

5 min. Groups present their guesses.

5 min. Correct mystery beaches revealed.

Note Taking Worksheet

Name _____

Notes about Group # _____



Region: (at least 1 question)

Land and sea areas define borders: _____

Landmarks close to beach: _____

Location: (at least 2 questions)

Relative location: _____

Direction from capitol: _____

Place: (at least 4 questions)

Closest body of water: _____

Area of country: _____

Primary language: _____

Country population: _____

Tourist attraction: _____

City population: _____

Physical landforms: _____

Country possibilities: _____

City possibilities _____

Beach Final Guess: _____



Note Taking Worksheet

Name _____

Notes about Group # _____

Region: (at least 1 question)

Land and sea areas define borders: _____

Landmarks close to beach: _____

Location: (at least 2 questions)

Relative location: _____

Direction from capitol: _____

Place: (at least 4 questions)

Closest body of water: _____

Area of country: _____

Primary language: _____

Country population: _____

Tourist attraction: _____

City population: _____

Physical landforms: _____

Country possibilities: _____

City possibilities _____

Beach Final Guess: _____

THE ASK PROGRAM

University of Michigan-Dearborn

The ASK program (Author, Specialists, and Knowledge) occurs each semester as part of an undergraduate Literature for Children and Youth class. The participants include university students, as well as later elementary through high school students depending on the selected literature work. The purpose of the program is to take readers beyond the confines of a novel, relating the information from their reading in a personal way to their own immediate situation. For as part of the process, readers draw on their own writer's voice, as they journal through their reading.

Interviews are conducted with authors of children's books and with "specialists" whose occupations, interests, and experiences bring credibility or a better understanding to a particular literature selection. The interview focus from these books has been on such social issues as ethnic cleansing in Kosovo, homelessness in America, the Vietnam War, media responsibility, racial prejudice, and animal rights. In addition to these social issues, through interviewing authors, readers are able to explore such evaluative literary aspects as the development of character, plot, setting, theme, and writing style. The following children's books have been selected in past interviews: *The Devil's Arithmetic*, *Charlie Pippin*, *The Watsons Go to Birmingham- 1963*, *Monkey Island*, *Nothing about the Truth*, *Maniac Magee*, *Wringer*, *Circle of Gold*, *Adem's Cross*, and *Julie of the Wolves*. Through the interviewing steps of the ASK program, students develop questions to be asked of either the selected author or specialist. The interviews are held on the university campus or at one of the metropolitan area schools or county teacher centers referred to as Intermediate School Districts (ISD's). Two ASK programs with Newbery authors will be featured at the Michigan Reading Association in March.

Recently, most of the interviews have been conducted using distance learning technology, connecting authors and specialists brought to campus with sites in the metropolitan area. The ASK process is learned through in-service workshops presented at the school site, county ISD's, at conferences, or on the university campus. In some instances, university students who have been trained in the program, visit selected schools and work with teachers and their students preparing them for planned interviews.

For additional information, please contact Raymond P. Kettel, Associate Professor of Education, University of Michigan-Dearborn.

**The ASK Program (Authors, Specialists, and Knowledge)
The Literature Based Interview Process
Dr. Raymond Kettel, University of Michigan-Dearborn**

1. **Read the book.** For elementary school age students it may be helpful if you read the book to the class while your students read along.
2. **Keep a journal.** When you have finished reading for the day, you and your students should individually write down your thoughts. It might be a scene that you can identify with, or an idea that you care about. It might be an event that upsets you or a passage that piques your curiosity. Respond to a part of the story that makes you laugh, makes you cry, or makes you want to keep reading. Don't summarize a segment, but tell how it makes you feel. Enter the world of voice journaling. Teachers should model journal writing. Find a passage that makes you remember something in your personal experience. Use the overhead to write your journal and share what in the book triggered that response.
3. **Write questions.** When you have finished reading the book and made your final journal entries, it will be time to start writing questions. Students should write the chapter and page number that corresponds with each question. By reviewing their journal entries, the students should be able to write questions about those parts of the story that most interested them. If you are working with younger students, we recommend that you have the students write questions every day. The purpose of this exercise is to better understand the story in terms of:
 - What the story is about
 - Who the characters are, what they are like
 - Where the story takes place
 - How the author sounds or uses words
 - What the broad issues within the book are
4. **Show examples.** As the teacher, you should also write some questions and show them to the students so that they can see how it should be done. Teachers need to model their thinking process. What prompted you to ask that question?
5. **Place the students in pairs and encourage them to select their best four questions.** Each pair should select only four questions that will be presented to the class.
6. **Conduct a round robin elimination process.** When your students have selected their best four questions, ask each group to read their questions to the class. Eliminate duplicate questions among the groups.
7. **Revise the questions.** When the elimination process is completed, each student should have at least one unique question to ask in the interview. It is okay if the question has been rewritten to include aspects of duplicates that were eliminated.

8. **Place the questions in order.** Based on the chapter and page number of each question, place the questions in order so that as the interview is being conducted, the class and the author are essentially working through the book. You should have more questions than you think you will use.
9. **Conduct a practice session.** Have each student stand and read his or her question in a confident manner. This is very important. This practice session will prepare the students to interview the author or expert.
10. **Conduct the Interview.** On the day of the interview, introduce the author/expert to the class. Each student should stand and ask his or her question so that the guest can see and hear the student clearly. Before beginning the interview, ask the guest to repeat the question before answering.
11. **Debrief after the interview.** Take some time the day after the interview to review and debrief with the students. Ask them what they learned and what they liked about the interview. What were the best questions? Did any answer surprise you? Was your question really answered? Do you have new questions on the topic?
12. **Write a letter of thanks to the author/expert.** This can be a thank you note or card. The letter should reflect the students' "best" writing. They should be final drafts, not sloppy copies. The letters will reflect on your school, your students, and you.
13. **Cross-curricular extensions.** Teachers should of course relate the literature selection to other curricular areas they wish to include such as the arts, creative or expository writing, poetry, mathematics, science, sports, social studies, etc.

Making Your ASK Videoconference a Success

Before You Start

1. Watch the ASK video to get an overview of the project. Note especially how the teacher explains the difference between a “reaction” and a “summary.”
2. Look through the materials, lessons, and resources included and decide which ones might enhance the unit.

Students Journaling & Writing Questions

1. Encourage students to move beyond basic reading comprehension. Get them to tie what they are reading to their own lives and experiences.
2. If desired, hang the posters of the journal process in your classroom.
3. Each time students read, they should journal. If it is a chapter book, have them write down the page number, their reaction, and questions based on that section. We want students to tie their reading to the interview process.
4. Write questions that draw out the author or specialist. Have them explain or describe things.

Ideally How the Conference Should Go

1. Usually the facilitators will do sound checks with all participating sites. Then there will be a welcome and the author or specialist will give a 5-10 minute introduction.
2. Students should ask their questions in pairs or threes. Group students to ask the questions. Each group should have 3-10 questions (in case another school asks their question). It will work best if during the conference the groups come up to the mic together.
 - They should say something like this:
 - Student 1: “Hello my name is Jim.”
 - Student 2: “My name is Arnie.”
 - Student 1: “And our question is”
 - Both students should stay at the mic until the author finishes answering their question. Then they should say “Thank you.”
 - The facilitator will then call on the next school.
 - This procedure will allow all students “on camera” time, even if they don’t get to ask their question. In addition, it gets all students involved, and takes away some of the pressure students feel standing at the mic alone.
3. Generally the facilitator will ask for three questions from each school at a time and rotate through the schools in round-robin fashion.
4. While other schools are asking their questions, the teacher should get the next students ready. Students should be ready & standing at the mic when your turn comes. We don’t want to waste precious time with the guest waiting for students to move. So have them ready at the mic or lined up at the mic. You don’t have to move fast, but be organized.
5. In addition, everyone should *listen carefully* to make sure their question (or some variation of it) isn’t asked by another school. Don’t ask questions twice!
6. When about 5 minutes are left, the facilitator may ask for just one or two questions from each school. The author or specialist will give closing comments. At the end, the students should applaud the guest.

Organization

1. Organize the questions in the order of the book or chapters. Group the “general” questions after the “book” questions.
2. Have all the questions written on 3x5 cards. You may think students will remember their question, but there’s nothing like stage fright to clear the mind! In addition, 3x5 cards are harder to rattle. The microphone will pick up rustling paper. Have students bring the card up, put it down in front of them, and ask the question. You may want to have them practice.
3. One teacher who participated in ASK had a master list of all the questions and checked them off as they were answered. She also had 3x5 cards with extra questions in case their questions were taken.

Notes on the Conference

1. Have students in place 15 minutes before the connection.
2. When your school is not asking questions, you should be muted. Your distance learning person may take care of this, or they may teach you or one of your students how to mute & unmute the mic.
3. At the beginning, the facilitator will poll the sites for audio & video checks.
4. Then the facilitator will provide the order for the questions and give opening comments.
5. If you know you are next, get your students up to the mic and ready to ask questions.
6. Have the mic in the front of the room so the author can see the students. Don’t stand too close to the mic.
7. After your set of questions is finished, then mute the microphone until it’s your turn again.

Afterwards

1. Debrief the conference with your students. Talk about what you learned. What were the best questions? What answers surprised you? How did the other classes do?
2. Practice writing a friendly letter and have students write a letter of thanks to the author.
3. Fill out the evaluation form

ASK: Authors, Specialists, and Knowledge

Each Day

1. Read the novel!
2. Write your response in your journal — be sure your response is your reaction, not a summary.

Journal

Today's Date

Journal entry is a reaction to what you read. Your entry must be at least a paragraph (7 sentences).

Think about

- How did you feel?
- What's happened in your life to help you understand what you read?

Create Your Question

- Answer to your question cannot be "yes" or "no."
- Answer cannot be found in the book.

Set Your Question Up:

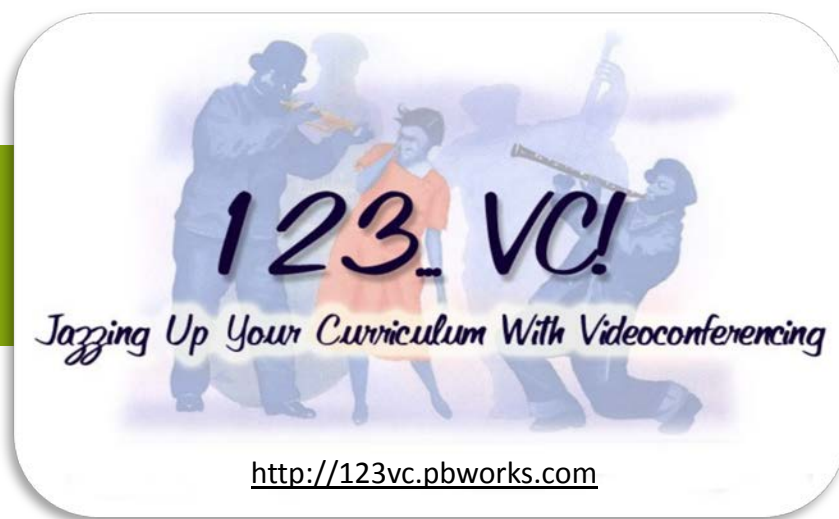
- In the book...
- In the chapter...
- On page...

Question Starters That Don't Work:

- Did you ever...
- Do you know why...
- Have you ever...
- Do you think...
- Will you...
- Would you ever...
- Do you...
- Can you..

Question Starters That Work:

- Why do you think...
- Describe...
- Would you explain...
- Where did you...
- Where do you...
- How many...
- What are...
- How do you feel...
- What was your reaction...
- How would you...
- How come...



Small Group Work

Small Group Overview & Instructions

Overview

The purpose of meeting as a small group is:

- To develop a project that could be implemented next school year.
- To learn to collaboratively work together at a distance.
- To experience collaborative online tools.
- To learn to negotiate with a prospective collaborative videoconference partner and create a meaningful, engaging activity for students.



Meeting Technology

Videoconferencing will be the main “face-to-face” meeting technology for small groups (systems & computer/mobile/tablet).

Today'sMeet text chat can be used for multi-tasking during the workshop.

Google Drive Document will be used to collaboratively write a lesson plan for your videoconference project.

PBworks is where your final small group project information will be published.

Email may be used if you decide to email files or ideas to each other.

The members of my small group are (Jot down notes about your partners so you can remember where they teach, where they are located, and how to best contact them.):

- _____
- _____
- _____
- _____
- _____
- _____
- _____
- _____

Day 1: Introductions & Videoconference Practice

On the first day, you will get to know the members of your small group and half of you will learn how to use your videoconferencing system. During this time, start to develop a rapport with your team members. Your site facilitator will be with you some of this time, but mainly you will be working with others in our building and at another site.

First Get to Know Each Other

This is good practice at the beginning of every videoconference. Have each person introduce themselves. Include the following details:

1. Name, School District, Location (City, State)
2. Position (Subject, Grade Level, Etc.)
3. Experience with Videoconferencing (if any)
4. Complete the following activity, "Every and Only," with your small group which includes people at other locations.

Every and Only

Objective: Every and Only will enable your small group to learn more about each other and discover talents that might be helpful during the week ahead.

Procedure:

- Each group will share round-robin style until they discover three things that EVERYONE in the group has in common. (Group means the people in the room with you and the ones you are connected with, too!)
- List something that each person in the group has as a unique characteristic or an ONLY.
- Example of the final product: "Everyone in our group has visited a museum, has a younger sibling, had a different career before education and grew up on a farm. Patricia is the only one who has completed four marathons. Alana tried out for American Idol. Jose has visited eight countries and Sam used to be an investigative reporter."
- Roles needed for this task:
 - Timekeeper
 - Facilitator/Leader
 - Recorder (to keep notes as people share)

Here is an example of what it might look like:



Videoconference Practice

Everyone in your group should do ALL of the following tasks (1st **System** Day Only, Not Virtual Meeting Room):

1. Place a call to another endpoint. Your system should have a little cheat sheet with the connection information of your partner site. Have each person place a call, talk to your partners, and disconnect the call (some systems may only be able to receive calls).
2. Practice muting & unmuting the microphone with the button on the remote and the button on the microphone (if applicable). Note how easy it is to mute & unmute!
3. Change the volume. Use the volume button to move the volume up and down. [One of your first troubleshooting tasks!] Notice that you can change the volume on the TV as well.
4. Set a camera preset. Use the arrows and the zoom buttons to move the camera to an interesting shot. Set a preset. After everyone has set a preset, try them out to see how easy they are. Zoom in close on an object and see how much better things appear when you zoom in. [Don't zoom in close on people's faces...that is considered rude!]
5. Change the camera to another source, if the system you are working on has a document camera, or computer hooked up. Try changing the source video that you're sending to the other site. If nothing is hooked up to these sources, you'll send a blue or black screen.

Day 1 Small Group Checklist:

- Do you know the names of everyone in your group and where they are located?
- Do you know how to contact your group via email?
- Does anyone in the group know how to use Google Drive Document or PBworks?

Begin Day 2 Activities (if time allows)

Day 2: Analyzing Interactions and Choosing a Topic

Today you will choose group roles and spend some time discussing project ideas and interactive strategies. The key to a successful project is to start with your classroom curriculum. All video conferences should be 90% curriculum based.

Cooperative Learning Group Roles

Think through what you know about cooperative learning and group work. Decide who will fill the following roles. Make sure each person has a role. Here are some suggested roles:

- **Group Facilitator:** Moderates discussions, keeps the group on task, assures work is done by all, and makes sure all have opportunity to participate and learn.
- **Recorder:** Starts the document in Google Drive Document and invites the others (end of day 2/beginning of day 3).
- **Remote Operator:** Makes sure that the camera shows who is talking during all meetings. Remote operators at the sites should decide who will dial if applicable.
- **Timekeeper:** Monitors time and moves group along so that they complete the task in the available time, keeps area clean, and assumes role of any missing group member.

- **Checker:** Makes sure that all group members understand the concepts and the group's conclusions.
- **Summarizer:** Restates the group's conclusions or answers.
- **Elaborator:** Relates the discussion with prior concepts and knowledge.
- **Research-Runner:** Gets needed materials and is the liaison between groups and between their group and the instructor.
- **Publisher:** Publishes project resources to PBworks once complete. (Submit PBworks information to lead facilitator at the end of day 3).

Analyzing Interactions

Thinking about the project simulations and content provider sessions:

- What have we learned so far about best practice with videoconferencing and how can we use that in our project?
- What did we experience with videoconferencing so far that we want to try to avoid in our project?
- How have the sessions shown you how to be interactive and engaging?

Choose a Topic

Next, brainstorm possibilities for a project topic and then negotiate together to decide on a topic and the desired outcomes for your project.

Explore the Videoconference Project Templates Booklet

Read the following pages: 3, 4, 32-38 before you pick a project template.

Find a project template that will work for your topic. Decide if you will use the template and videoconference agenda as listed, or if you need to adapt it. You may decide to use more than one project template depending on your project.

Day 2 Small Group Checklist:

- Do you have an idea of some videoconference best practices to incorporate into your project design?
- Do you have a project topic selected?
- Do you have a project template selected?

Begin Day 3 Activities (as time allows)

Day 3: Writing Your Project

Now it's time to start writing your project. You will write a project that you can do next year. You will describe this project during presentations on the last day. You are not going to do a full simulation of the project.

Divide the responsibilities evenly among your group so that everyone is involved. Use the Google Drive Document instructions under the "How To" tab in the Handbook to assist you. The Recorder for the group should create the document in Google Drive and invite the rest of the group to collaborate on the document. Do not worry about formatting until all the information has been collected and then let the Recorder do all the formatting.

Google Document Tips:

Choose one person to be the Recorder. The first step is to get all the details and content entered in the document and THEN have the Recorder format the document. With the Google Document editor, multiple authors can write in the document at the same time. There is also a chat feature built into Google Document and everyone can chat within the document.

Remember that Google Docs works just like a word processor so that at the end of a line of text, it will move automatically to the next line. Don't enter returns at the end of your lines of text unless you want a gap between lines or paragraphs. Ask your local facilitator if you have any questions about this tool.

The project write up should include the following items:**Title****Project Authors**

Include name, school, school district, location, and email address. If you based this project on another one, also give credit to the author(s) of the original project.

Subject Area and Intended Grade Level**Description**

Write a description that could be used to advertise to someone else who might want to do this project with you or so that others can get the gist of your project if they want to replicate it.

Learner Outcomes

List what curriculum goals will be accomplished by participating in this project. Include state standards if you have time.

Time

How many videoconferences will this take? Over what time period? How many class periods?

Preparation

What will students and teachers need to do to prepare for the videoconference?

Materials

What materials will need to be prepared and used during the videoconference? What visual aids and/or handouts will you use?

Videoconference Agenda

Include the agenda for the connection and who will do each part.

Post Activities

What activities do you recommend for follow-up to this videoconference?

Assessment & Evaluation

How will you assess the learning? How will you assess the use of videoconferencing?

Implementation Plans

Draft your ideas of how you might use this project next year. When might you want to do the project? Who will be the lead coordinator? How many classes might participate from each area? What time of year would this project be implemented?

Day 3 Small Group Checklist:

- Do you have a Google Drive Document started? Have all members been invited?
- Do you have a Publisher? Has their PBworks account information been submitted to the lead facilitator?

Begin Day 4 Activities

Day 4: Preparing Your Presentation

Now prepare an advertisement or commercial to share your project with the whole group.

Here are the requirements for the presentation:

- The presentation should be an advertisement or a commercial for your project.
- EVERY person MUST speak on camera for a portion of your presentation.
- Use the document camera to show at least one visual.
- Publish your project information to your PBworks group page. Use the PBworks instructions under the Handbook “How To” tab to assist you.
- Presentation must be no longer than seven minutes.

Last Minute Group Meetings, Preparation/Practice, & Presentations

There will be some time before we present on the last day for groups to meet one last time and finalize any last details. Be sure to practice with the timer to ensure you are within the seven-minute time limit. If you have time, make sure you are set up for sharing your visuals (on the document camera or via PowerPoint which can be uploaded into your PBworks page).

Each group will present and you will listen carefully to the other groups' presentations. Each groups' project can be found on the PBworks site. Please provide constructive feedback for each group in the comments section.

Small Group Implementation Scenarios

So you've written a great project in your small group. Now how are you going to do it next year? Here are some potential scenarios for a group with six people:

1. Joe (2nd grade)
2. John (1st grade)
3. Jan (1st grade)
4. Jacinda (1st grade)
5. Jamal (2nd grade)
6. Jasmin (2nd grade)

Scenario 1: Pair Up

1. Joe and Jamal will connect their classes together.
2. John and Jan will connect.
3. Jacinda (1st) and Jasmin (2nd) will connect because they both don't mind a cross-grade connection.

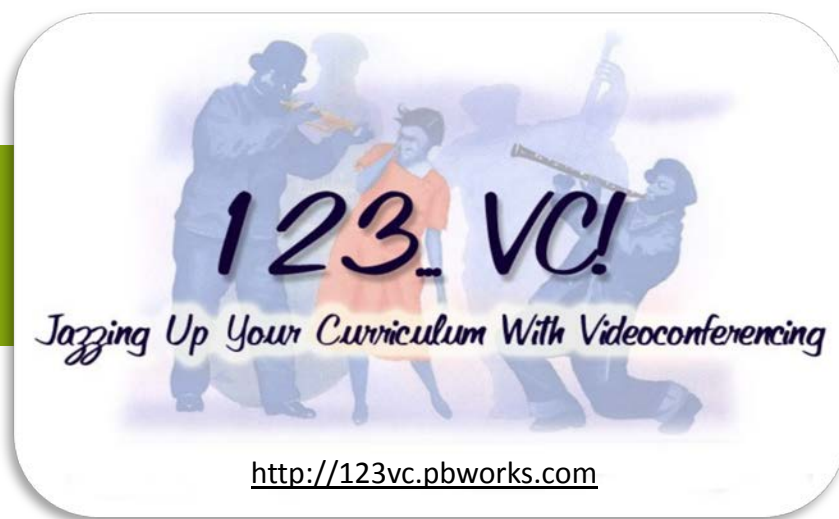
Scenario 2: Project Explodes

1. Joe (2nd grade) has three colleagues who need partners, so he needs four connections. He connects with Jamal and posts on CAPspace to get three more partners.
2. John and Jan will connect; and they each have partner teachers who will also want to connect (1st grade).
3. John has another colleague who will connect with Jacinda (1st grade).
4. Jasmin wants to change it a little to match her curriculum better. She also thinks her whole grade level will want to do it, so she needs 8 partners (2nd grade). She posts the adapted project on CAPspace to get her partners.

Scenario 3: Mix and Match

1. Joe and Jamal pair up.
2. John and Jacinda pair up.
3. The project explodes for Jacinda and Jasmin; they use CAPspace and/or their Facilitator/Videoconference coordinator to assist with getting additional partners.

NOTE: Some of these scenarios you may be able to decide during 123VC or you may draft a rough plan, and then polish it and change it once school starts and you know more details.



Local Activities

Curriculum Videoconferencing Planner

Month	Teacher/Grade Level	Project Name/Idea	Skills/Content
September			
October			
November			
December			
January			
February			
March			
April			
May			



Video Conference Program Demo

- Date
- Organization
- Name of Presenter
- Contact Info/Website



Scheduling

- Lead Time
- Cost/Cancellation
- How many classes/students?
- Preparation Materials
- How to schedule



Student Program

- Curriculum Area/grade level
- Type of Interactions
- Length of Program
- Aligned to standards?



Questions

- Can the program be adapted/modified?
- Is videotaping allowed?
- My question



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My Distance Learning Action Plan

Knowledge Sort & Reflection



 <p>Awareness</p>	<p>Tell A Friend</p> 
 <p>Do This School Year</p>	<p>Need More Training</p> 