

# Activators and Summarizers

Kathy Schrock  
@kathyschrock

# Questions

What are activators and summarizers?

Why should they be used?

How can I introduce them?

How can the use of mobile devices help?

Support page

<http://bit.ly/schrockiste16>

**What are  
these strategies?**

# Openers and closers

# Entrance and exit tickets

# Dipsticking

# Activators and Summarizers

# Definitions

## Activators

Techniques to activate students' prior knowledge through the use of engaging strategies designed to **focus learning**

## Summarizers

Activities to promote the retention of knowledge through the use of engaging strategies designed to rehearse and practice skills for the purpose of **moving knowledge into long-term memory**



# Learning process

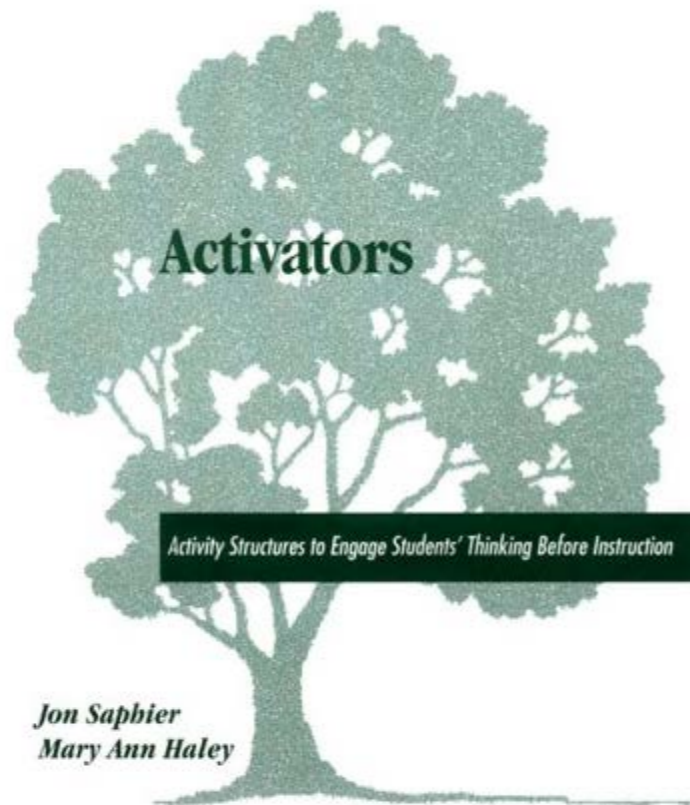


**focus learning**



**moving knowledge into long-term memory**

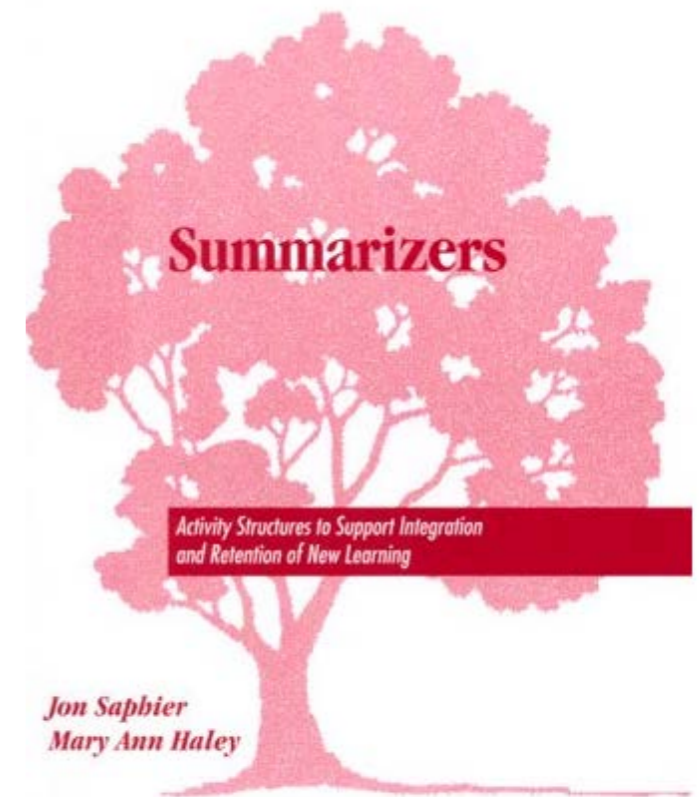
# Research for Better Teaching



Research for Better Teaching, Inc. 56 Bellows Hill Road, Carlisle, Massachusetts 01741

John Saphier  
and  
Mary Ann Haley

Activators  
Summarizers

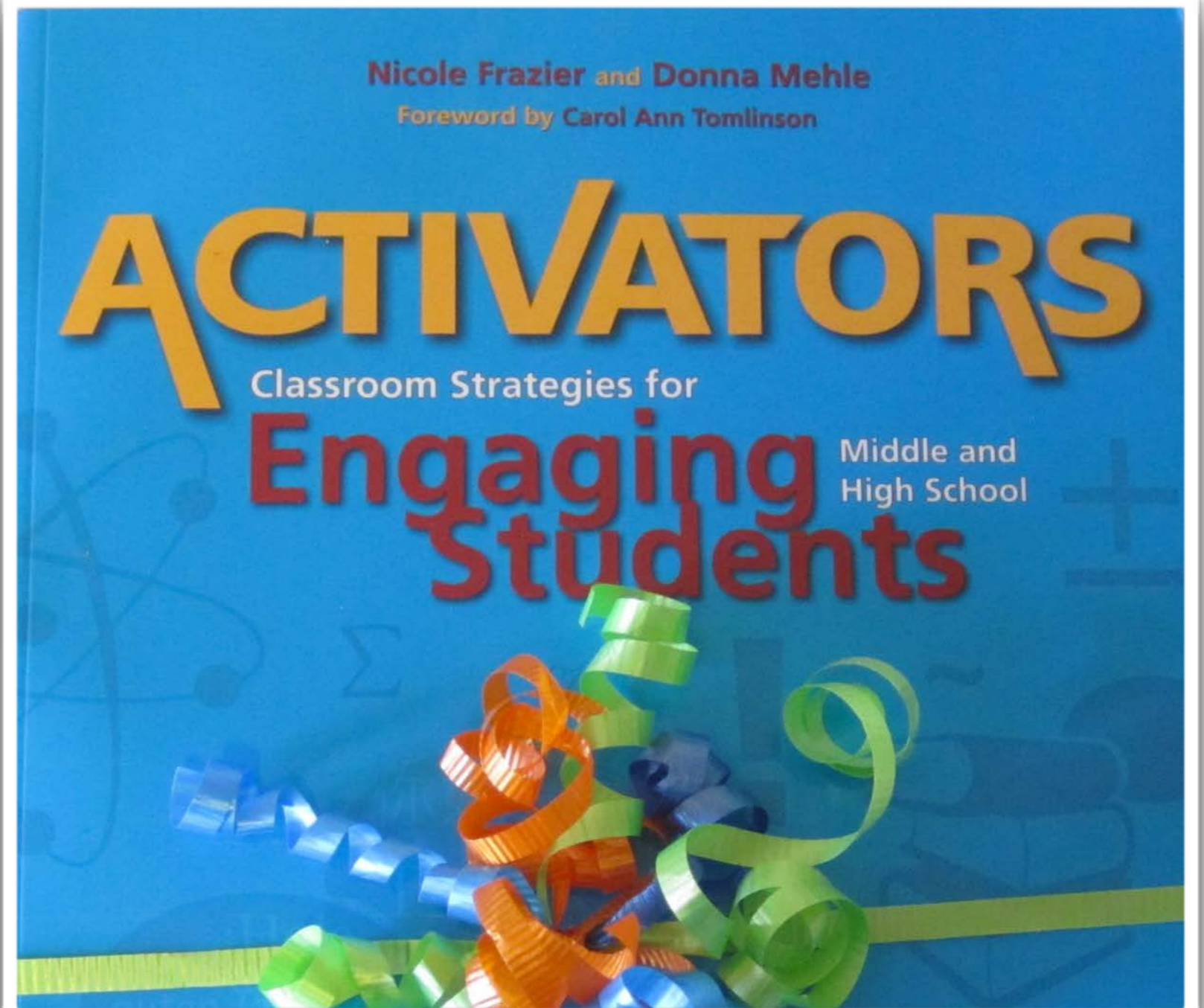


Research for Better Teaching, Inc. One Acton Place, Acton, Massachusetts 01720

# Middle and high school

Nicole Frazier  
and  
Donna Mehle

[Amazon](#)



# Side effect

Coral Martin

[http://www.uhu.es/ELEDA/experto/III\\_Jornadas/materialJornadas/CoralMartin.pptx](http://www.uhu.es/ELEDA/experto/III_Jornadas/materialJornadas/CoralMartin.pptx)



# Side effect

ACTIVATORS



Prepare students for the learning experience

Lead them to “what” to learn

# Side effect

## SUMMARIZERS



Help students remember better

Give closure to the learning experience

**Why should they be used?**

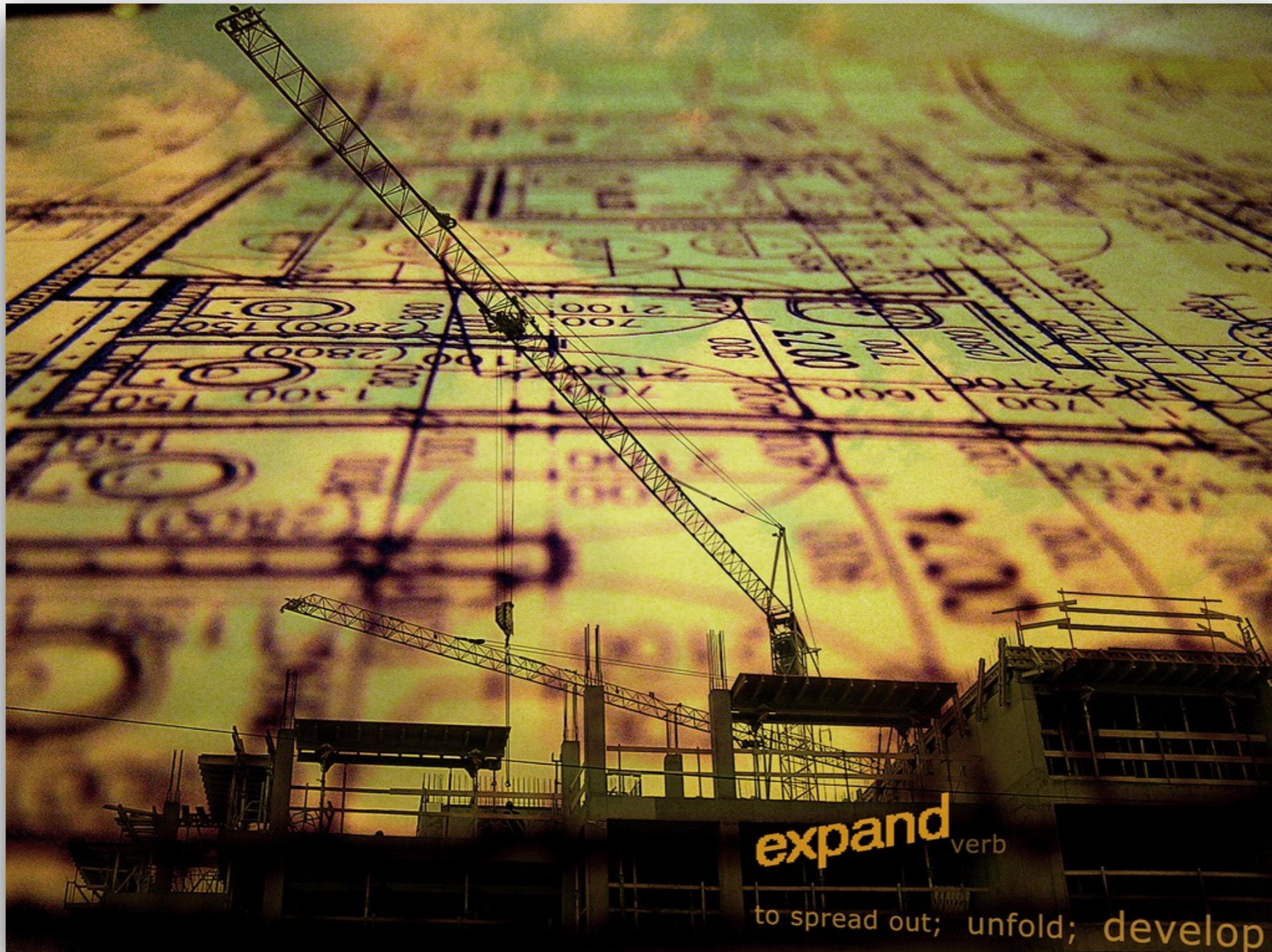
Students deepen their understanding

**Deepens**

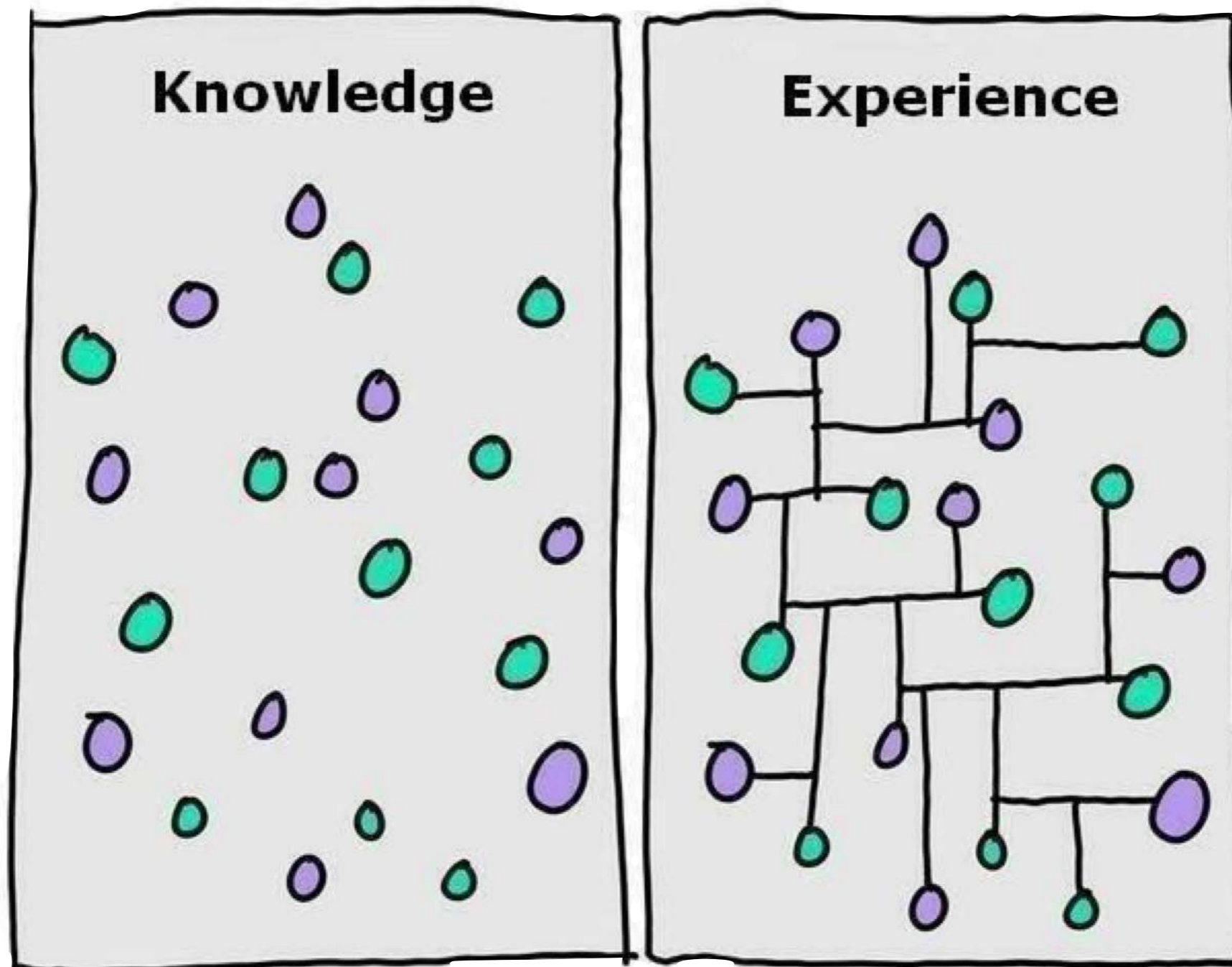
An underwater scene with light rays filtering down from the surface, creating a deep blue and teal color palette. The word "Deepens" is overlaid in large, white, bold letters.



# Students construct knowledge



# Students organize thoughts



# Students see the big picture



# Students feel empowered



Teachers can surface confusions



**Misconceptions**

Teachers can check for understanding





# Teachers can inform instruction



A 3D graphic of the word "CHANGE" spelled with green blocks, with "AD" above and "PT" below, forming "ADCHANGEPT".



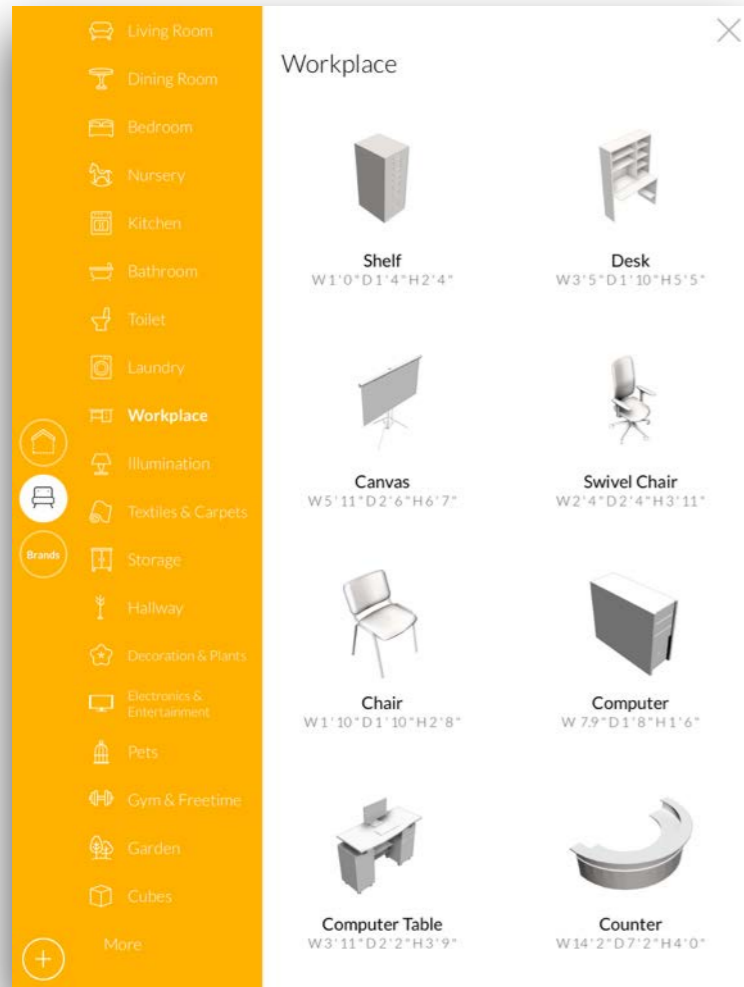
I



How can I introduce them?



# Classroom set-up: Roomle app





**A great back-to-school resource!**

Class Set-Up tool is a new, easy-to-use, virtual layout tool that helps you design customized and effective classrooms to promote learning. Use this tool to rearrange and set-up mock classrooms, and map out virtual seating charts.

Related articles from *Instructor Magazine*:  
[Classroom Organizing Tips](#)  
[A Learning Space That Works](#)  
[Opening Soon!](#)

Design your class offline with this free printable:  
[Seating Chart \(PDF\)](#)

**Classroom Set-Up Tool** Print Help Item Properties [Zoom controls]

**Desks**

- Square Desk
- Round Desk
- Teacher's Desk
- Rectangle Desk
- Horseshoe Desk

**Room Shape**

**Room Furniture**

**Desks**

**Basic Shapes**

**Students**

Bookshelves Bulletin Board

1 Round Desk 2

Computer Teacher's Desk

# Classroom Architect

## Classroom Architect

### Outline Your Classroom Floor Plan

For students, the classroom environment is very important. The size of the classroom and interior areas, the colors of the walls, the type of furniture and flooring, the amount of light, and the room arrangement all influence how students learn. Thoughtful arrangement of the indoor and outdoor environments will support your learning goals for students. This tool provides an opportunity for experimentation with the layout of your classroom without any heavy lifting!

To use this tool:

1. **Select the basic dimensions** of the room from the Room Dimensions dropdowns.
2. **Drag objects to the grid** from the Items bar, or draw in your own objects with the Draw bar. Arrows will allow you to change the position of some items. Delete an object by dragging it to the trashcan at the bottom, or by clicking 'delete' on your keyboard.
3. **Print out your classroom** creation. If you have trouble printing, take a screenshot of your floor plan, paste into a doc, and print the doc. Floor plans can be saved to a cookie on your computer and can only be viewed on this computer.



Example:  [Tell us how you use this tool >](#)

[Learning Goals](#) | [Example Elementary Classroom](#)

Select Room Dimensions  ft by  ft or [Open Recent Floorplan](#)

**Items** drag to the grid

<b>Tables</b> Kidney Table Round Table Student Table Teacher Desk	<b>Chairs</b> Chair Plush Sofa Beanbag Chair Desk	<b>Shelves</b> Storage Shelves	<b>Rugs</b> Circle Rug Square Rug	<b>Misc.</b> Fridge Sink Book Stand Easel Clothes Stand Projector TV
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**Draw**

# Collaboration rubric

CATEGORY	EXEMPLARY	CATEGORY	EXEMPLARY	CATEGORY	EXEMPLARY
<b>Focus on the task and participation</b>	Consistently stays focused on the task and what needs to be done. Very self-directed.	<b>Listening, questioning, and discussing</b>	Respectfully listens, interacts, discusses and poses questions to all members of the team during discussions and helps direct the group in reaching consensus.	<b>Group and partner teamwork</b>	Consistently makes necessary compromises to accomplish a common goal.
	A true team member who contributes a lot of effort, and encourages and supports the efforts of others in the group.		<b>Research and information sharing</b>		Routinely gathers research and shares useful ideas when participating in the group discussion. Defends/ rethinks ideas relating to the group's project goals.
<b>Dependability and shared responsibility</b>	Consistently punctual for group meetings, turns in all work on time.	<b>Problem-solving</b>			Actively looks for and suggests solutions to problems.
	Follows through on assigned tasks and does not depend on others to do the work, responsibility for tasks is shared evenly.		Performs all duties of assigned team role and contributes knowledge, opinions, and skills to share with the team. Always does the assigned work.		

# *Icebreaker*

## UNIQUE AND SHARED

Students in groups

Notetaker makes a list of common traits or qualities

Notetaker shares aloud

Notetaker lists traits that are unique to a single person

Notetaker shares with other groups

# Spinner apps

## Ultimate Decider



Your question here Edit



- Option1
- Option2
- Option3
- Option4
- Option5
- Option6
- Option7
- Option8

Share with facebook friends

## Decide Now (.99)



AT&T LTE 8:34 AM 73%

Random person generator

Spin the wheel!





# Online spinner

**MATH'S FUN**

Twitter, YouTube, Facebook, LinkedIn, Google+ 3

Search

## The Spinner

Your Decision Maker!

Regions:  ↑↓

Presets:  ▼

Spins:  ↑↓

Movement:

Power:  ←→

Drag:  ←→

Edit:  Size:

Lisa Tom Bill e f g h i j k l m n o p q r s t u v

0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	



Sharing

# Sharing: Apple TV

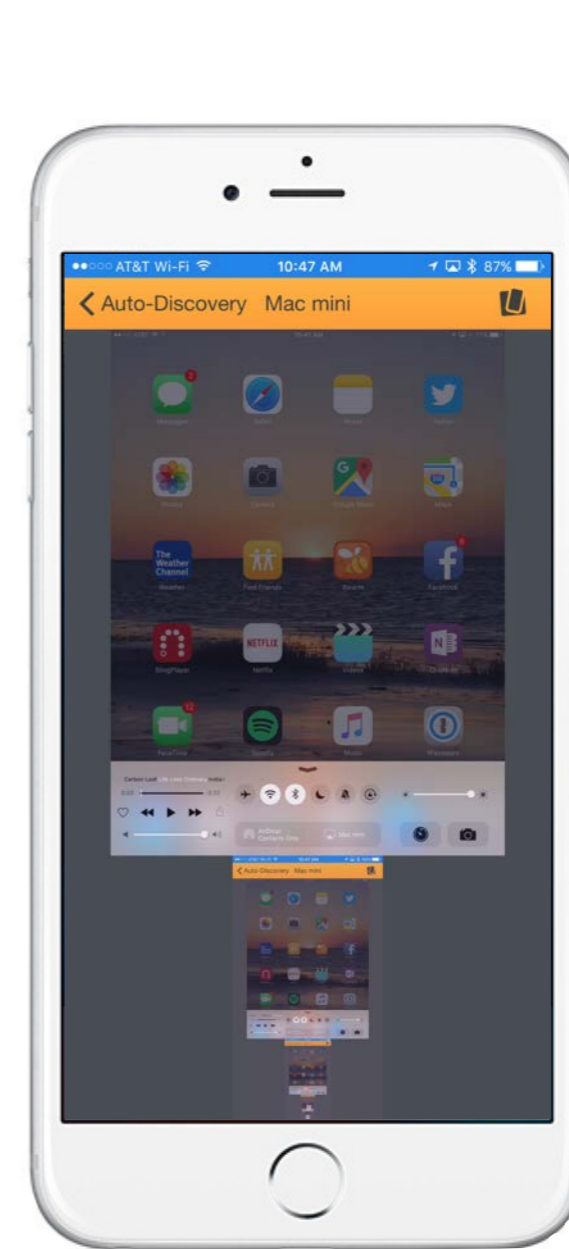
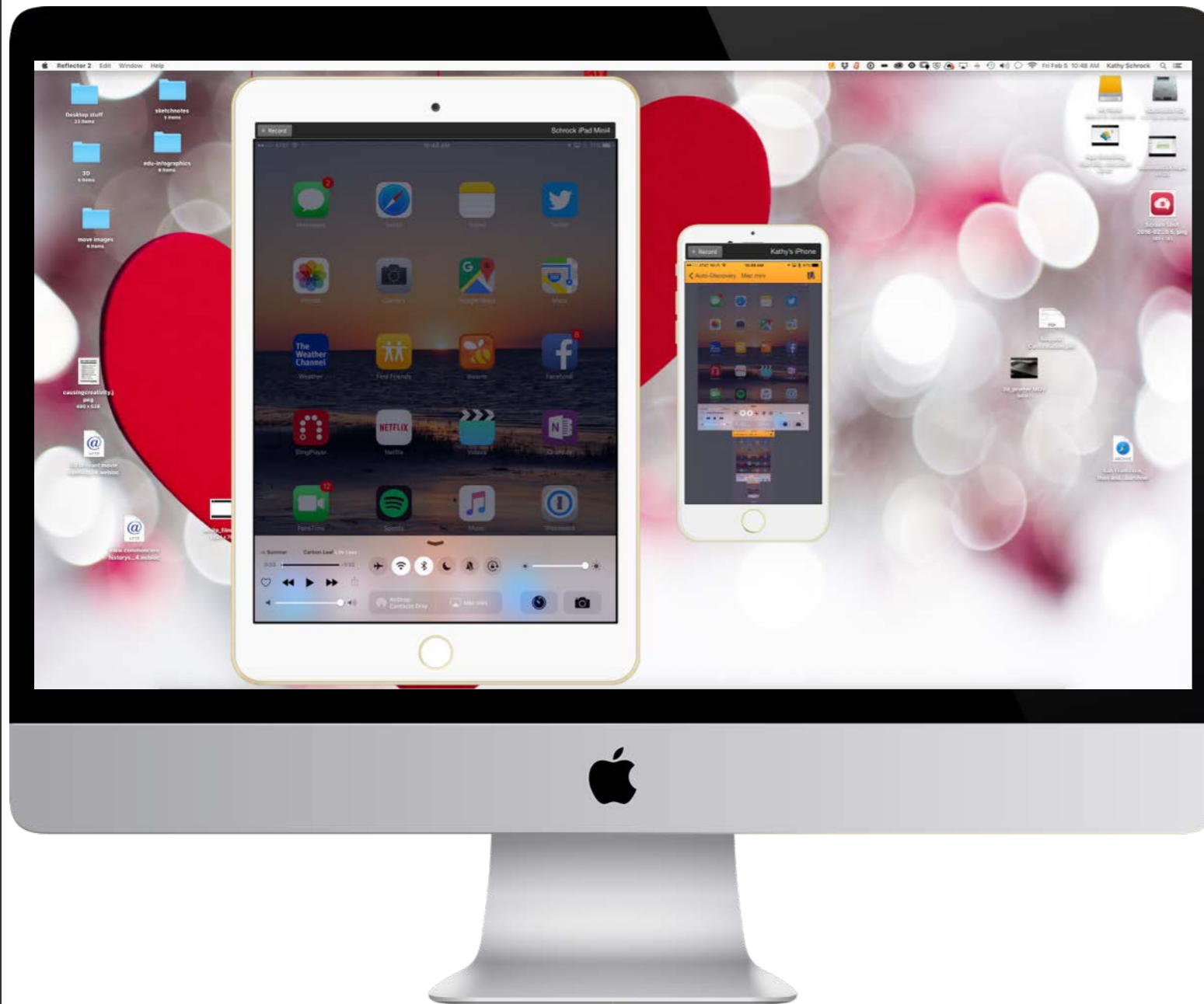


# Sharing: Reflector 2 App



\$14.99

# Sharing: Reflector Student



# Sharing: Ziggi Wireless 1708



\$159.99

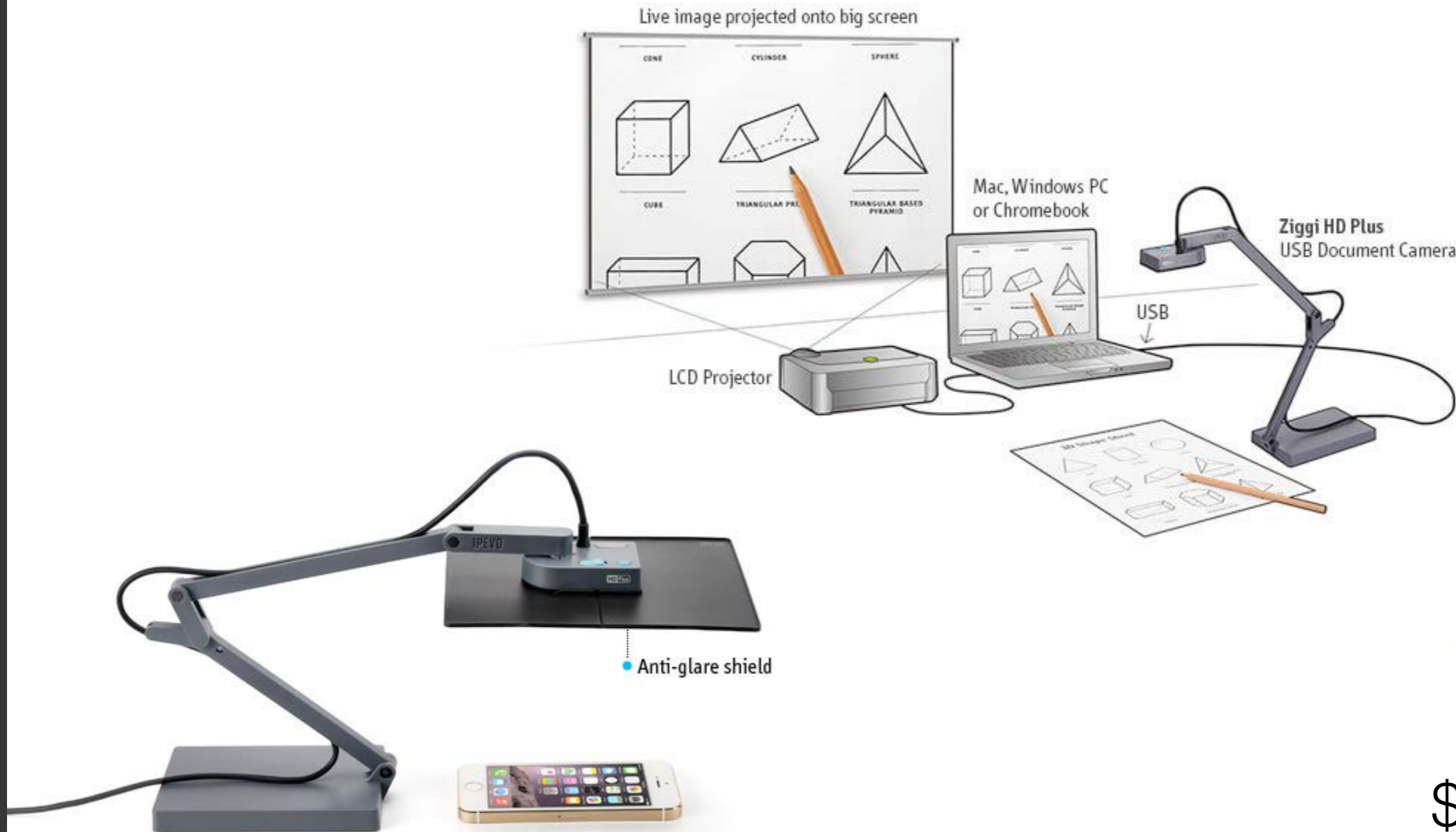


# Sharing: Quicktime



# Sharing: Ziggi HDPlus

# 1708



\$99.99



# Spinner app recording



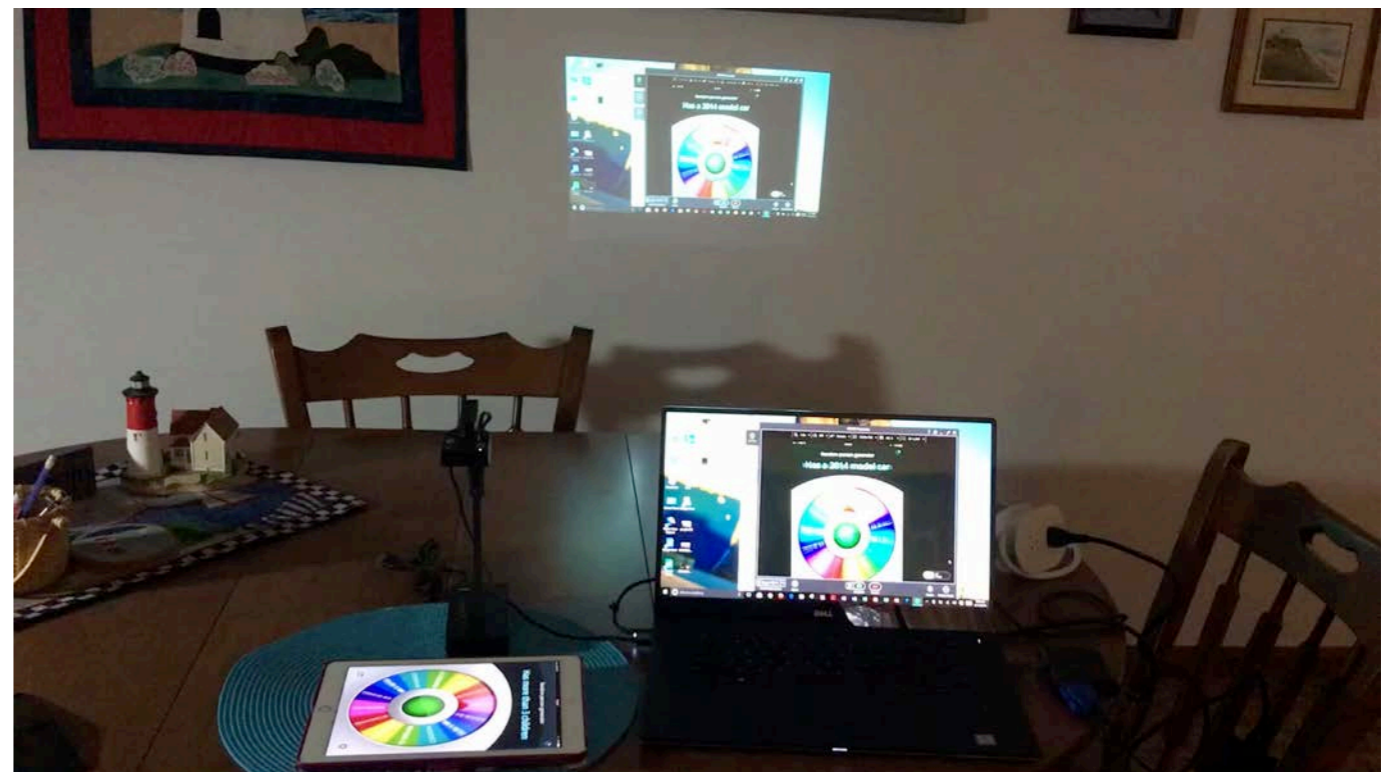
Ziggi

Projected image

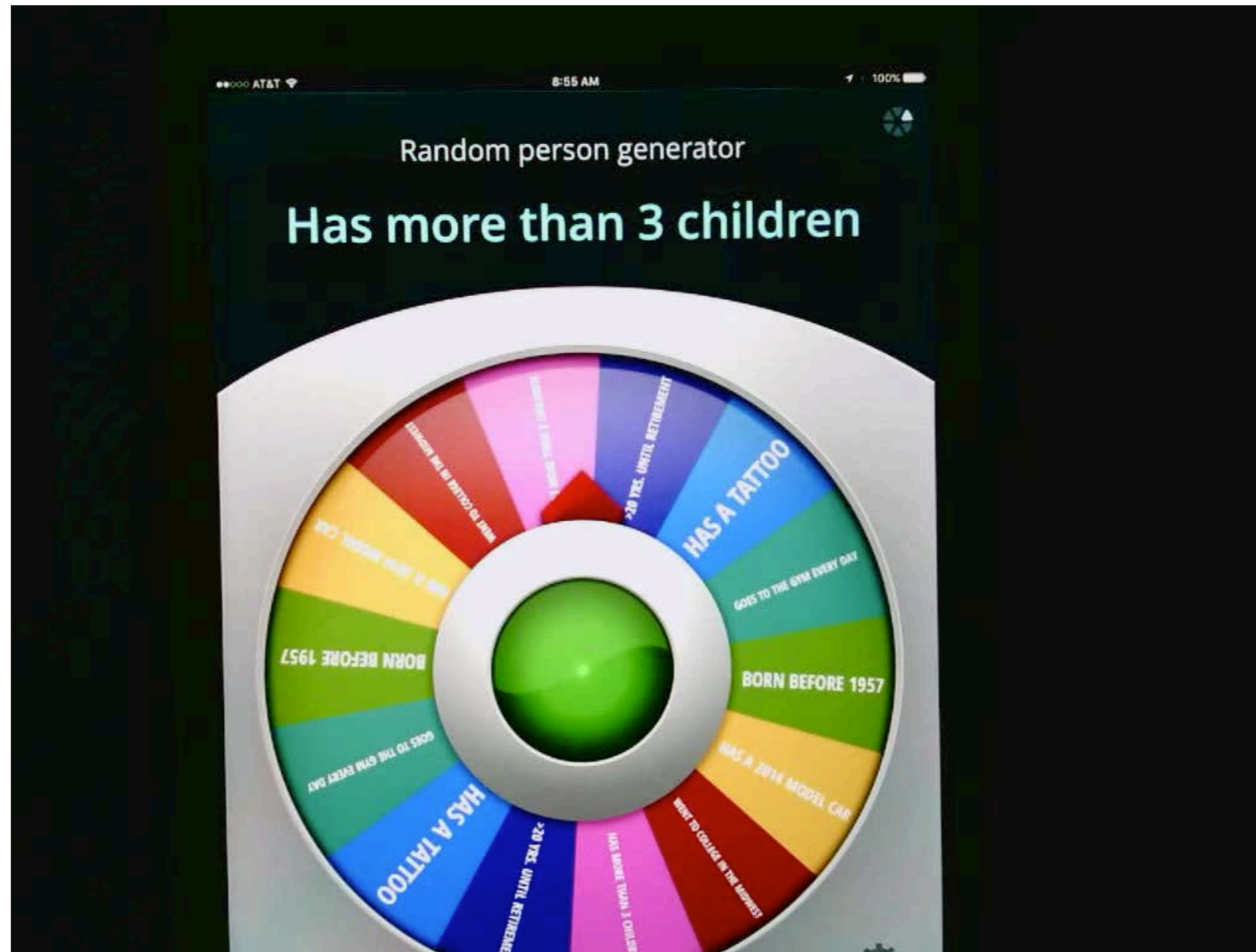
Projector

Laptop

iPad



# Ziggi recording



# *Icebreaker*

## FIVE MINUTE PERSONALITY QUIZ

Students complete a PDF personality quiz

Get into “like groups”

Discuss how accurate the results are

# Personality test

## The "5-MINUTE PERSONALITY TEST"

Below are ten horizontal lines with four words on each line, one in each column. In each line, put the number "4" next to the word that best describes you in that line; a "3" next to the word that describes you next best; a "2" to the next best word, and a "1" by the word that least describes you. On each horizontal line of words, you will then have one "4", one "3", one "2", and one "1".

For example: One choice for the first line of words would be as follows:

3 Likes Authority    4 Enthusiastic    2 Sensitive Feelings    1 Likes Instructions

	<b>L</b>	<b>O</b>	<b>G</b>	<b>B</b>
<b>1.</b>	___ Likes Authority	___ Enthusiastic	___ Sensitive Feelings	___ Likes Instructions
<b>2.</b>	___ Takes Charge	___ Takes Risks	___ Loyal	___ Accurate
<b>3.</b>	___ Determined	___ Visionary	___ Calm, Even Keel	___ Consistent
<b>4.</b>	___ Enterprising	___ Very Verbal	___ Enjoys Routine	___ Predictable

# Personality test

## L = Lions

Lions are leaders. They are usually the bosses at work...or at least they think they are! They are decisive, bottom line folks who are observers, not watchers or listeners. They love to solve problems. They are usually individualists who love to seek new adventures and opportunities.

Lions are very confident and self-reliant. In a group setting, if no one else instantly takes charge, the Lion will. Unfortunately, if they don't learn how to tone down their aggressiveness, their natural dominating traits can cause problems with others. Most entrepreneurs are strong lions, or at least have a lot of lion in them.

### Natural Strengths

- Decisive
- Goal-oriented
- Achievement driven
- Gets results
- Independent
- Risk-taker
- Takes charge
- Takes initiative
- Self-starter
- Persistent
- Efficient
- Competitive
- Enjoys challenges, variety and change
- Driven to complete projects quickly and effectively.

### Natural Weaknesses

- Impatient
- Blunt
- Poor listener
- Impulsive
- Demanding
- May view projects more important than people
- Can be insensitive to the feelings of others
- May "run over" others who are slower to act or speak
- Fears inactivity, relaxation
- Quickly bored by routine or mechanics

<b>Basic Disposition:</b>	Fast-paced, task oriented
<b>Motivated by:</b>	Results; challenge, action, power, and credit for achievement
<b>Time Management:</b>	Lions focus on NOW instead of distant future. They get a lot more done in a lot less time than their peers. Hate wasting time; and like to <i>get right to the point</i> .
<b>Communication Style:</b>	Great at initiating communication; not good at listening (one way communicator)
<b>Decision Making:</b>	Impulsive; makes quick decisions with goal or end result in mind. Results-focused. Needs very few facts to make a decision.
<b>In Pressure or Tense Situations:</b>	The lion takes <i>command</i> and becomes autocratic.
<b>Greatest Needs:</b>	The lion needs to see results, experience variety, and face new challenges. He needs to solve problems and wants <i>direct</i> answers.
<b>What the Lion Desires:</b>	Freedom, authority, variety, difficult assignments, opportunity for advancement.

# Observe

Observe how the students interact with their classmates.

Watch for students not participating or being heard.

# Recording in the classroom

The image shows a screenshot of a video player interface on the Teaching Channel website. At the top left, the 'Tch' logo is displayed in a red speech bubble, followed by the text 'Teaching Channel' and the tagline 'Getting Better Together'. To the right of the logo are navigation links for 'VIDEOS', 'TEACHERS', 'Q&A', and 'BLOG'. Below the navigation, the video title 'Using Video to Improve Practice: Video 101' is shown, with a subtitle 'All Grades / All Subjects / Recording'. To the right of the title are social media sharing icons for Facebook (with a 'Like' button and a count of '117'), Email, Facebook, Twitter, Pinterest, and a share icon. The video player area is mostly blank, with a faint 'Tch' watermark in the bottom left corner.

# Bill Ferriter

## WHAT DO YOU WANT KIDS TO DO WITH TECHNOLOGY?

### WRONG ANSWERS

- MAKE PREZIS
- START BLOGS
- CREATE WORDLES
- PUBLISH ANIMOTOS
- DESIGN FLIPCHARTS
- PRODUCE VIDEOS
- POST TO EDMODO
- USE WHITEBOARD
- DEVELOP APPS

### RIGHT ANSWERS

- RAISE AWARENESS
- START CONVERSATIONS
- FIND ANSWERS  
(TO THEIR QUESTIONS)
- JOIN PARTNERS
- CHANGE MINDS
- MAKE A DIFFERENCE
- TAKE ACTION
- DRIVE CHANGE

TECHNOLOGY IS A TOOL, NOT A  
LEARNING OUTCOME.



How can the use of  
mobile devices help?

# Mia MacMeekin

An Events in Instruction Series **3**

## PRIOR KNOWLEDGE

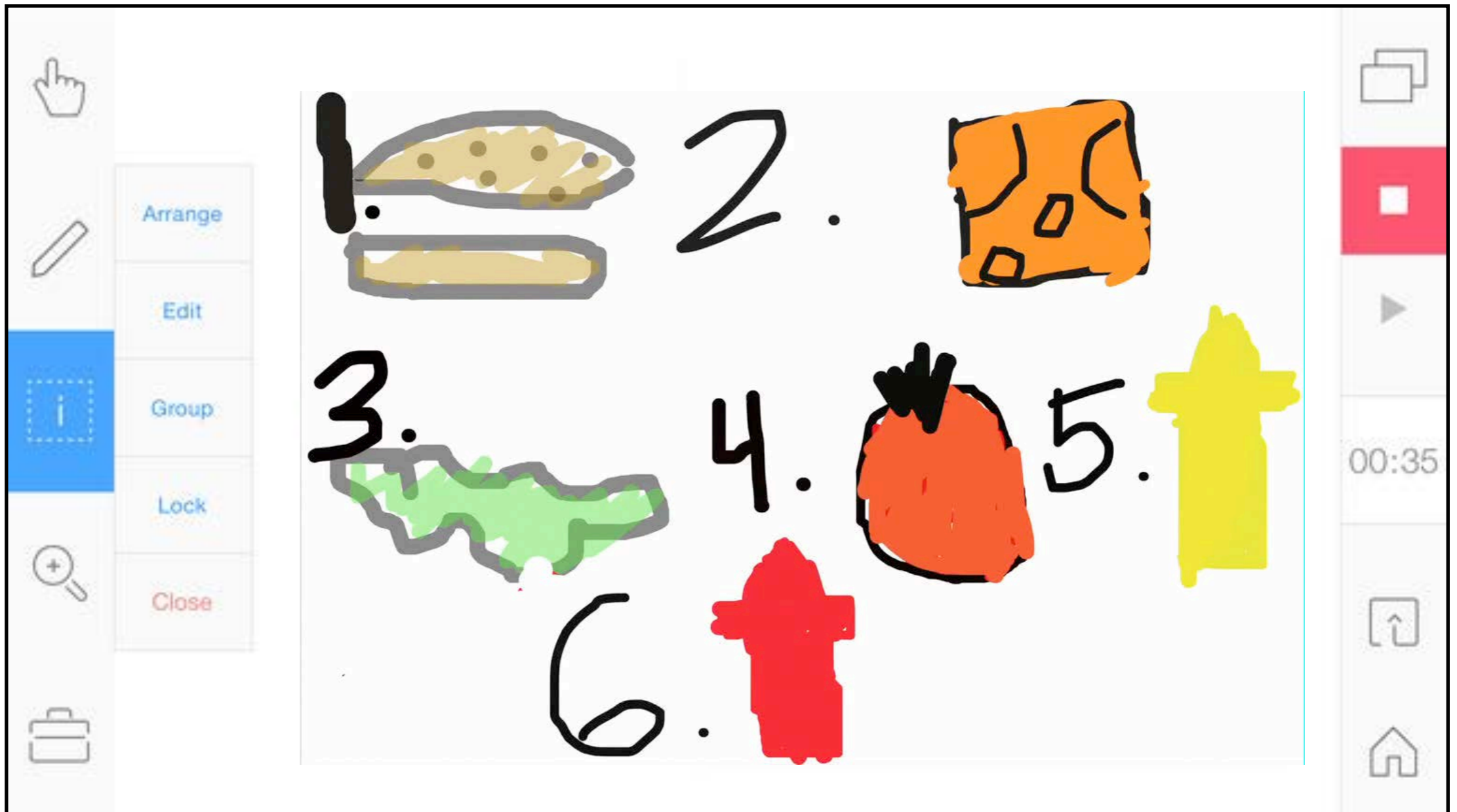
How do you determine students' prior knowledge?

<b>Draw</b> Draw what you know. Ask the students questions about their drawings.	<b>Create</b> Create a prototype of what you know. Explain what you made.	<b>Demonstrate</b> Demonstrate how you would train someone on the prior knowledge.
<b>Mind Map</b> Create a mind map of your prior knowledge.	<b>LIST</b> List all the keywords about what you learned.	<b>Interview</b> Interview classmates about what they know.
<b>Quiz</b> Take a pre-quiz.	<b>Point Out</b> Point out any misconceptions the student is displaying. Keep notes. Address misconceptions.	<b>Debate</b> Conduct a debate.
<b>Challenge</b> Create a challenge. Evaluate their prior knowledge.	<b>Explain</b> Ask the students to explain, as a group, what they know about the subject.	<b>Fill-in</b> Begin a story and ask the students to fill-in-the-blanks with their prior knowledge.
<b>Reveal</b> Ask each student to play a character. Instruct the other students to guess who or what they are. Reveal the answers.	<b>Expose</b> Expose the students to a real life problem. Ask them to describe what tools they would need to solve it.	<b>Solve</b> Ask them to use what they know to solve the problem.
<b>Watch</b> Watch the students as you assess prior knowledge. Look for clues that they understand.	<b>Listen</b> Listen to what the students are telling you. Ask them to clarify if it sounds like book knowledge.	<b>Experience</b> Show the students an experience they might face. Ask them to describe what they would do.
<b>Observe</b> Observe how the students interact with their classmates. Watch for students not participating or being heard.	<b>Send</b> Send the students on a scavenger hunt to assess their prior knowledge.	<b>Ask</b> Ask questions.
<b>Speak</b> Speak to the students about misconceptions. Inquire about why they believe what they believe.	<b>Rate</b> Rate where the student is on a continuum.	<b>Judge</b> Ask the students to judge their own prior knowledge.
<b>Evaluate</b> Evaluate whether the information the student is telling you is understood.	<b>Show-Me</b> Ask the student to, "Show Me."	<b>Shout</b> Have all the students shout out what they know all at once.

# Draw

Draw what you know. Ask the students questions about their drawings.

# Draw and record: Explain Everything

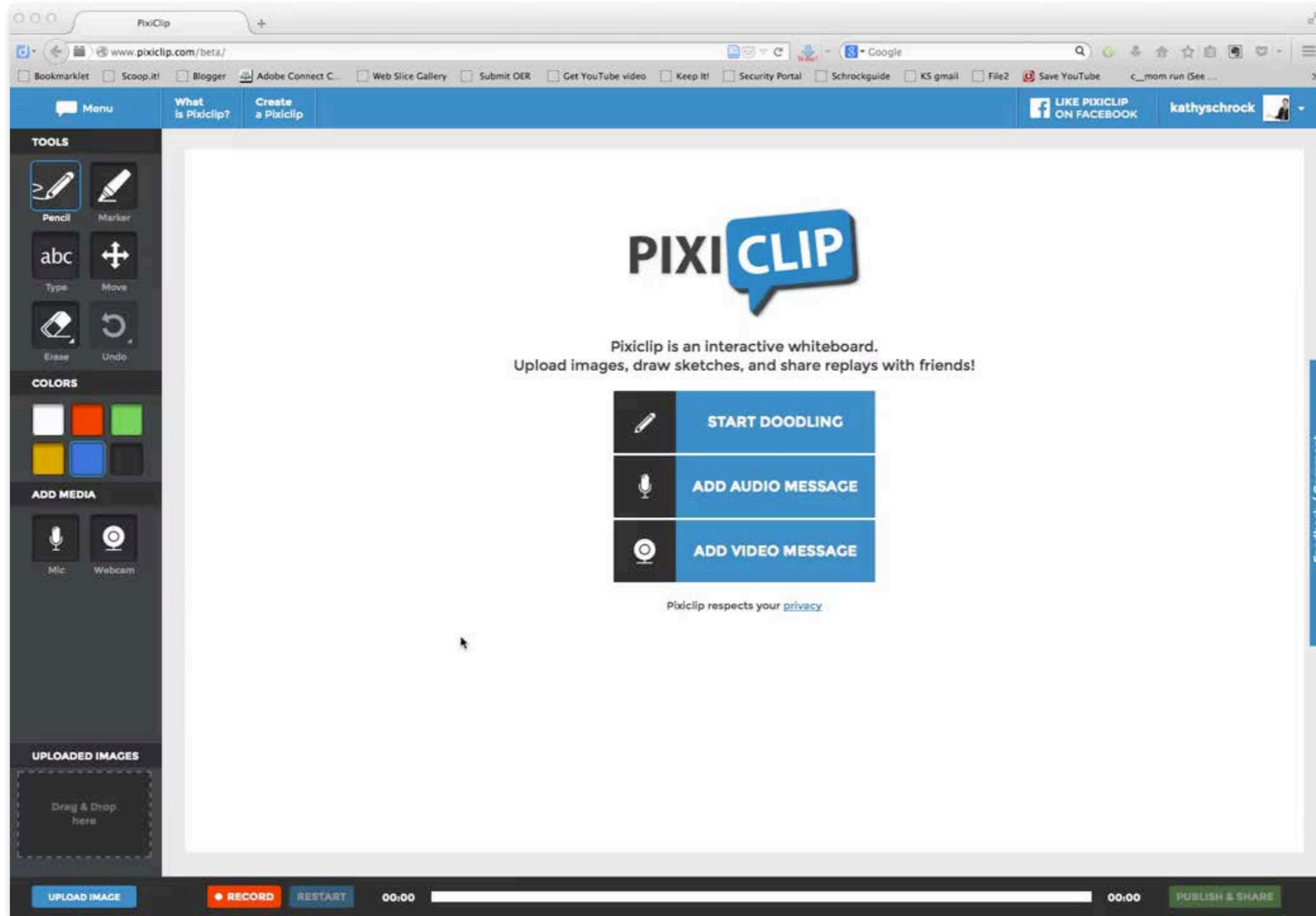


# Draw and record: Pixiclip

The screenshot shows the Pixiclip web application interface. At the top, there is a navigation bar with links for 'Menu', 'What is Pixiclip?', 'Create a Pixiclip', 'LIKE PIXICLIP ON FACEBOOK', and 'Login or Sign up'. The main workspace is a large whiteboard area with the Pixiclip logo and the text: 'Pixiclip is an interactive whiteboard. Upload images, draw sketches, and share replays with friends!'. Below this, there are three buttons: 'START DOODLING', 'ADD AUDIO MESSAGE', and 'ADD VIDEO MESSAGE'. A privacy notice states 'Pixiclip respects your [privacy](#)'. On the left side, there is a toolbar with sections for 'TOOLS' (Pencil, Marker, Type, Move, Undo, Redo, Erase, Clear), 'COLORS' (white, red, green, yellow, blue, black), 'ADD MEDIA' (Mic, Webcam), and 'UPLOADED IMAGES' (Drag & Drop here). At the bottom, there is a control bar with buttons for 'UPLOAD IMAGE', 'RECORD', 'RESTART', a timer showing '00:00', and 'PUBLISH & SHARE'. A vertical sidebar on the right contains the text 'Feedback / Comment'. In the bottom left corner, there is an orange starburst badge that says 'WEB 2.0'.



# PixiClip overview



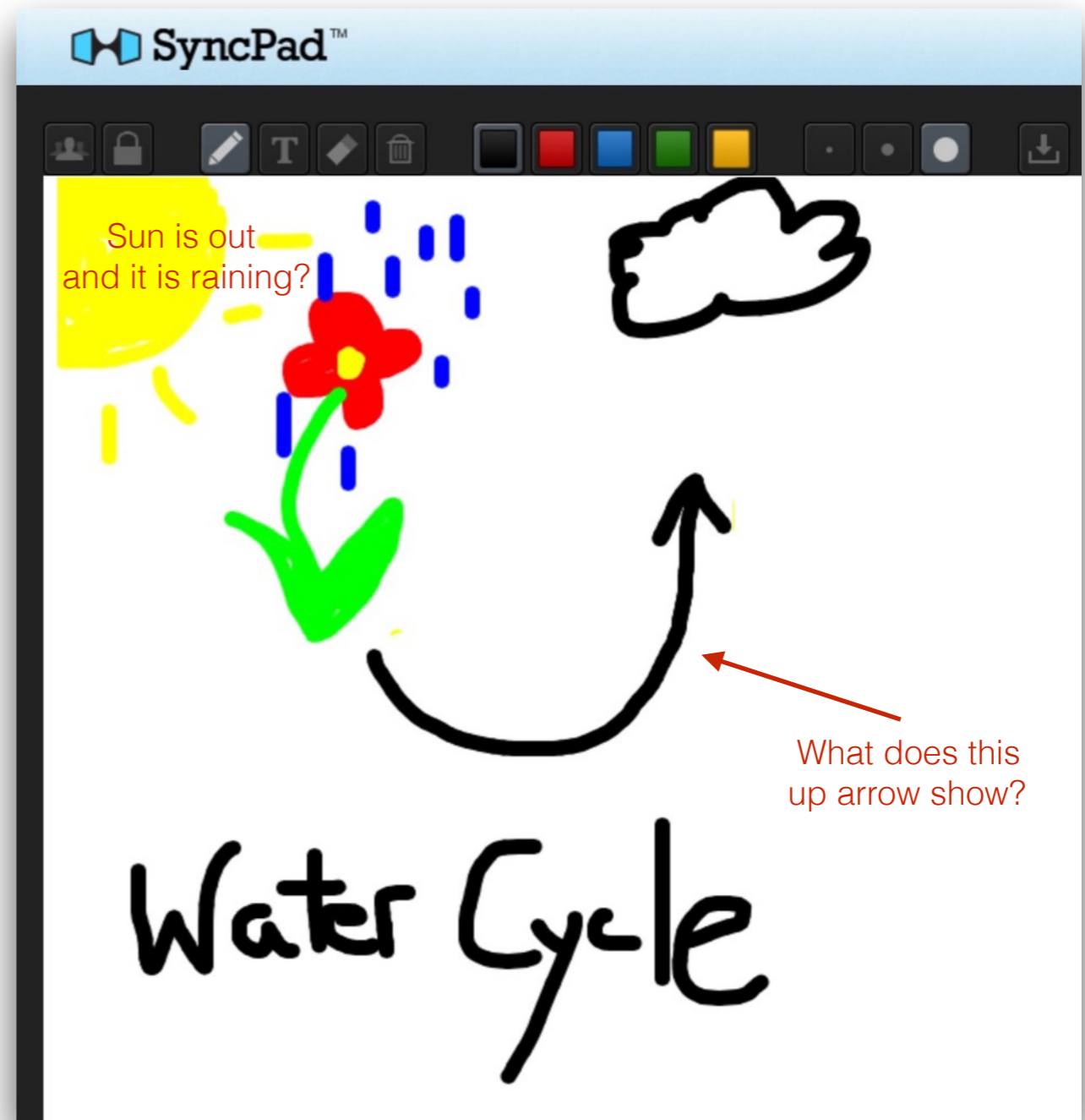
# Point Out

Point out any misconceptions  
the student is displaying.

Keep notes.

Address misconceptions.

# Shared workspace: SyncPad

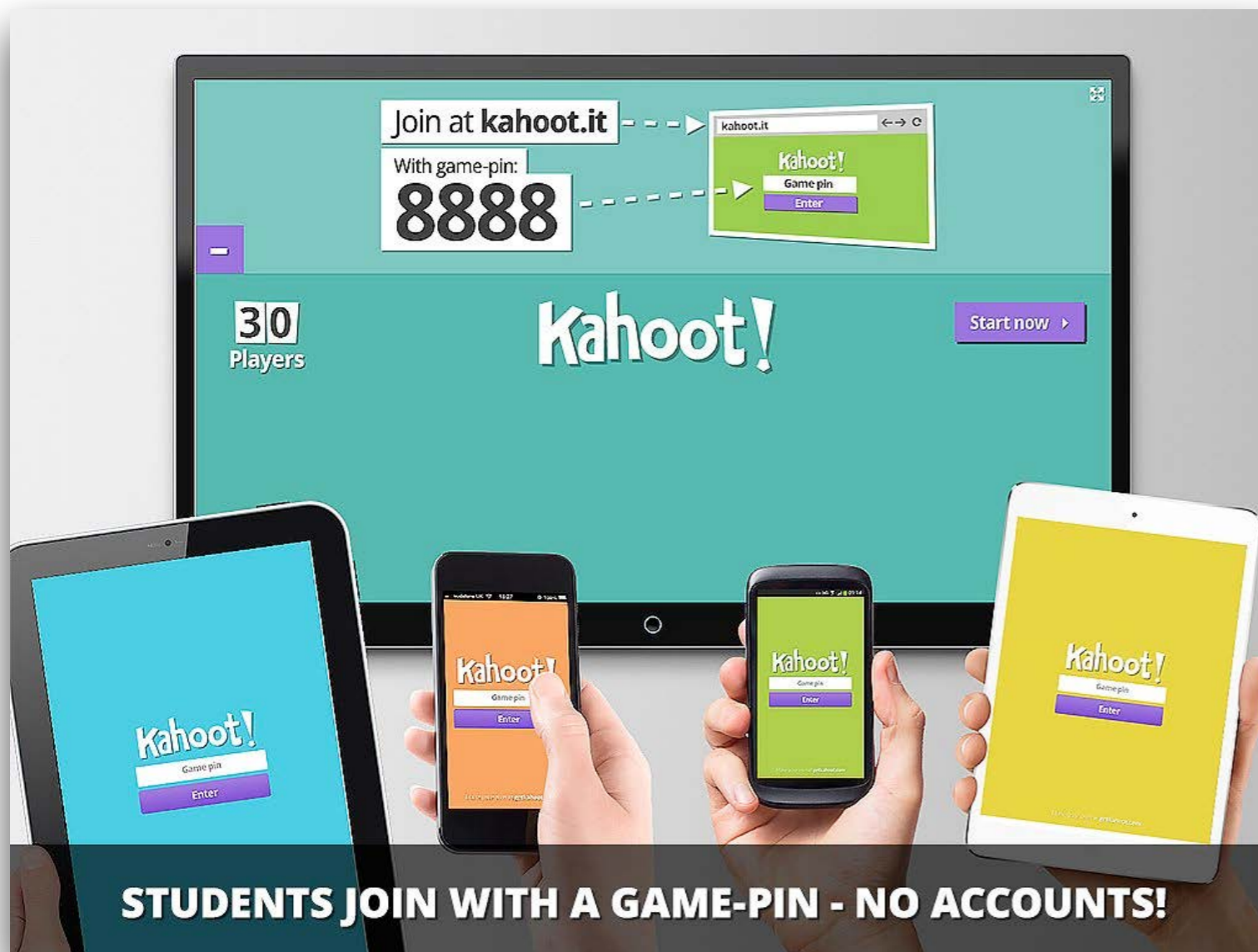




# Quiz

Take a pre-quiz.

# Poll the class: Kahoot!



## Quiz

- Timed
- Points awarded

## Survey

- Timed
- No points

## Discussion

- Single question
- No points
- Not timed



# Explain

Ask the students to explain, as a group, what they know about the subject.

# K-W-L



## How a Pumpkin Grows



K (What I Know)	W (What I Want to Know)	L (What I Learned)
<ul style="list-style-type: none"><li>• Pumpkins are orange.</li><li>• Pumpkins grow in Fall.</li><li>• We can make jack-o-lanterns.</li><li>• Pumpkin pies are yummy.</li></ul>	<ul style="list-style-type: none"><li>• Why are pumpkins orange?</li><li>• How do they grow?</li><li>• What do they need to grow?</li><li>• How big are the seeds?</li></ul>	

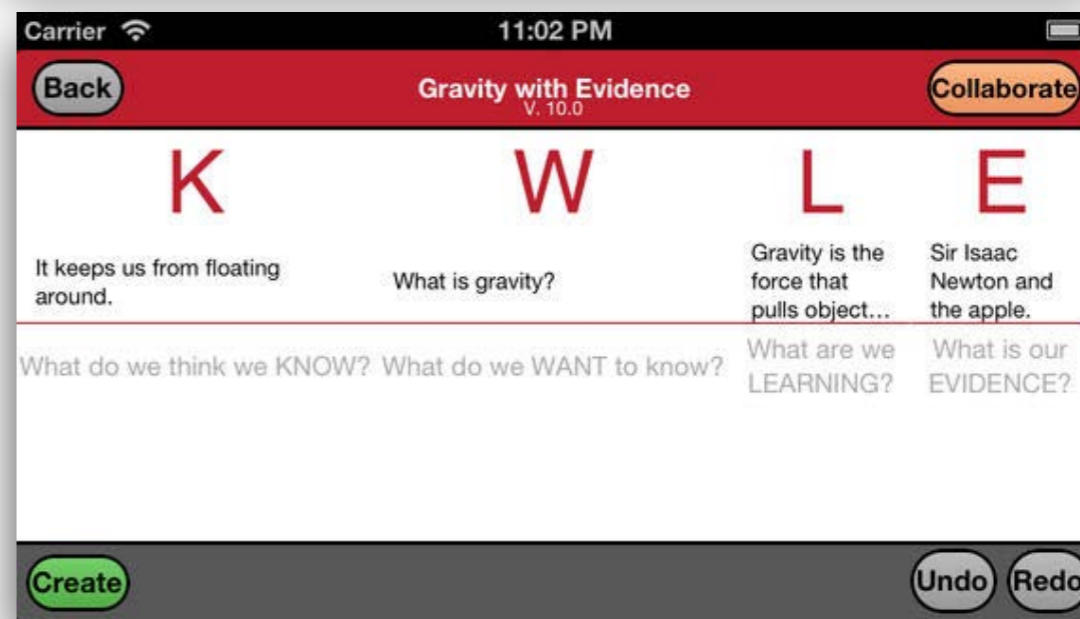
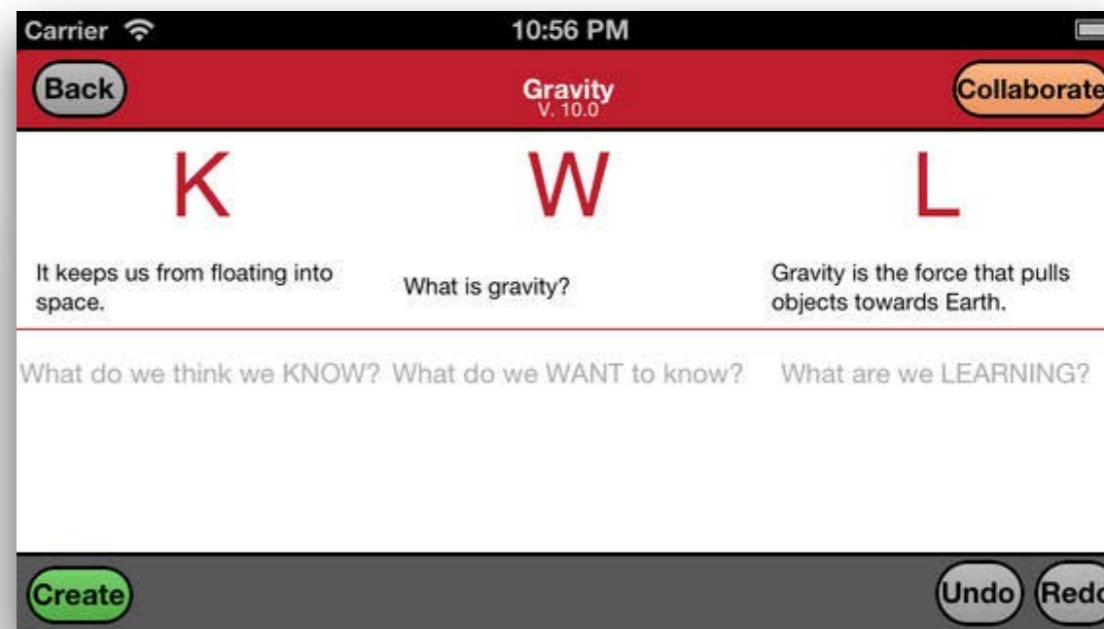
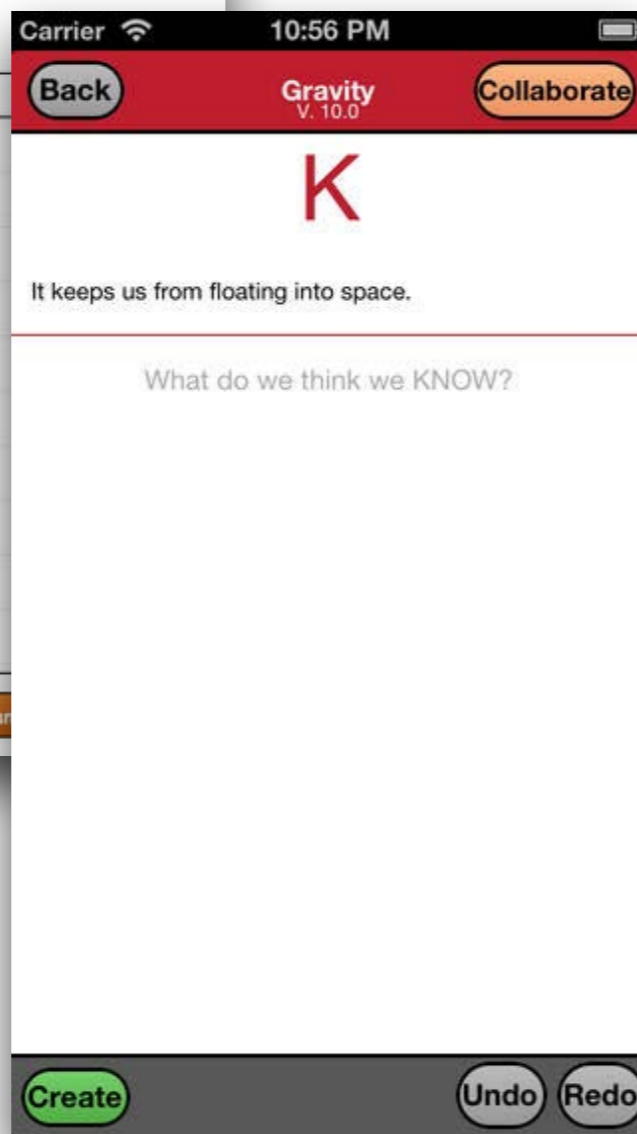
Name \_\_\_\_\_ Date \_\_\_\_\_

### KWL Chart

Before you begin your research, list details in the first two columns. Fill in the last column after completing your research.

Topic _____		
What I Know	What I Want to Know	What I Learned

# K-W-L



# Online K-W-L



Email:  \*

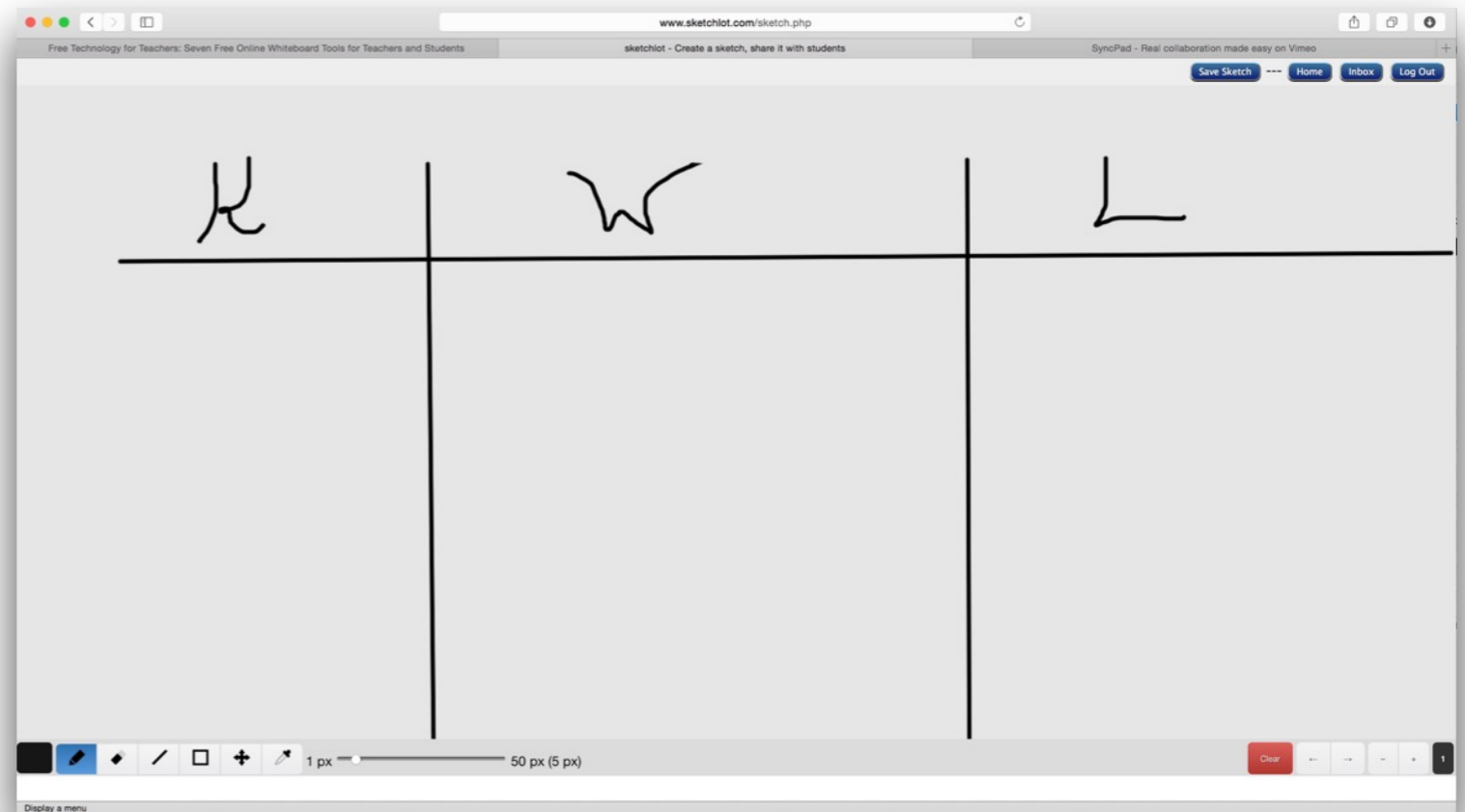
Password:  \*

Password Again:  \*

Class Code:  \*

Students will use this code to log in.  
It must be all lower case and contain a number.  
Special characters (eg: '/'\^\*) are not permitted.

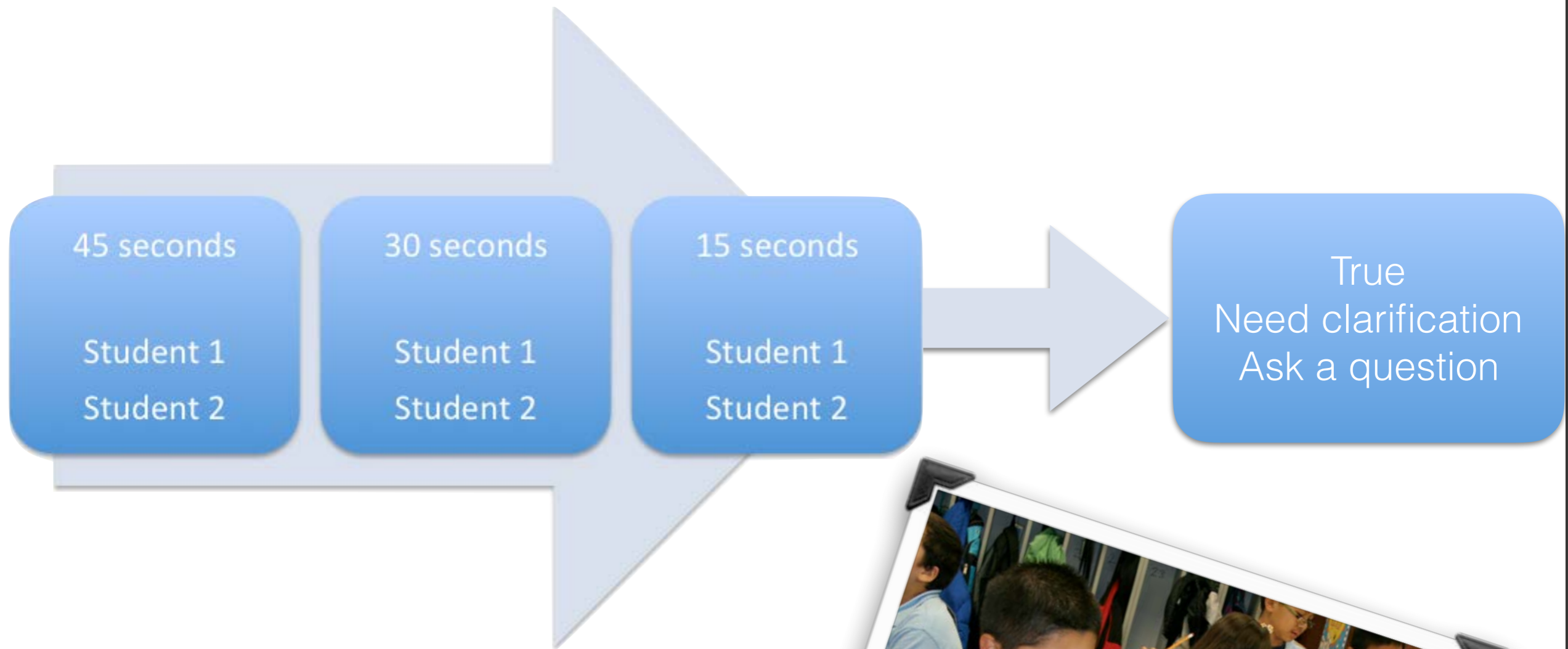
I agree to the [Terms of Service](#).



# Challenge

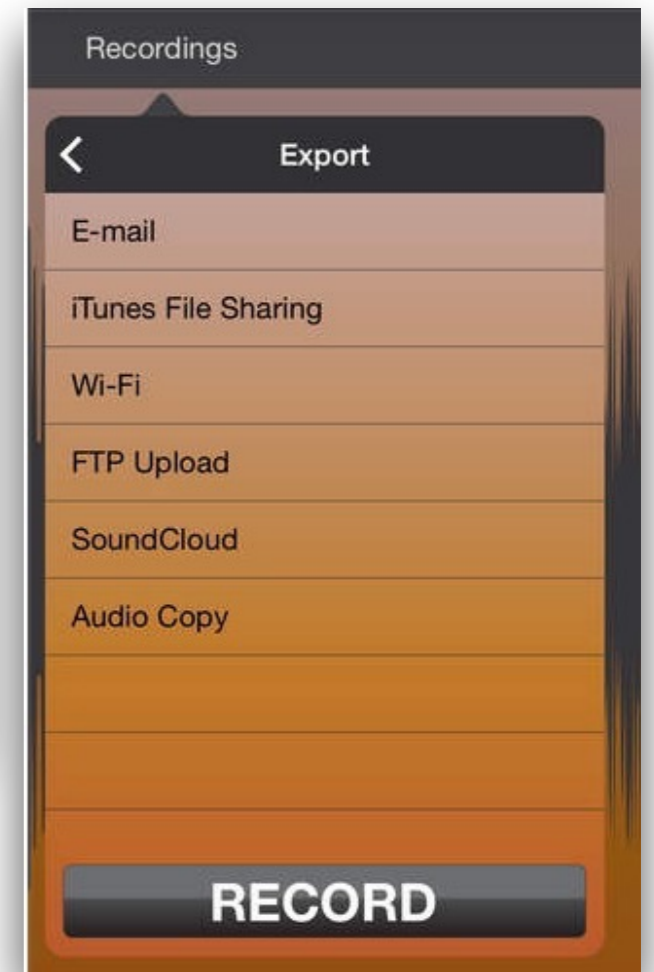
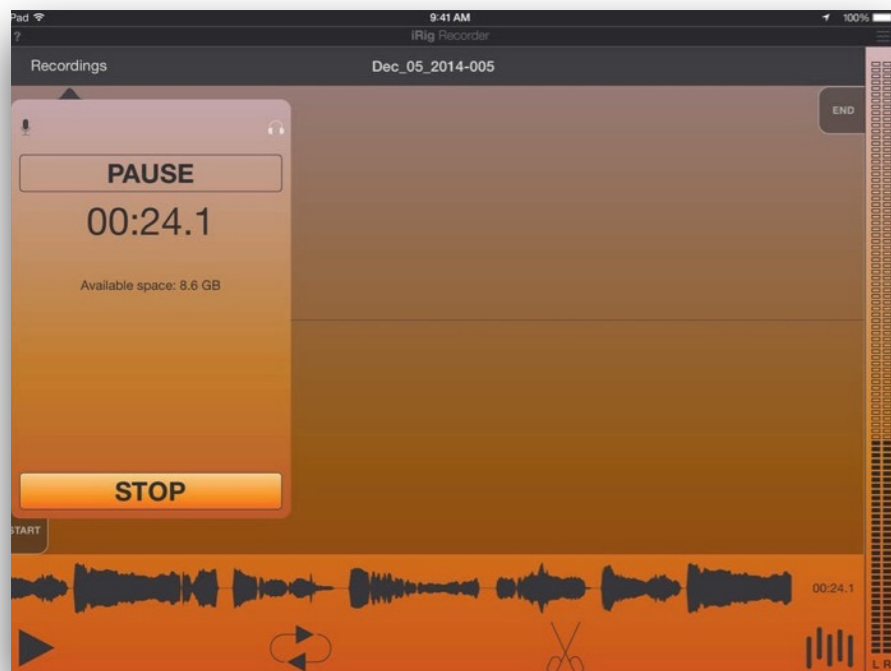
Create a challenge. Evaluate  
their prior knowledge.

# Paired verbal fluency







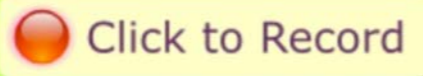

# Recording app: iRig Recorder





# Recording tool: Vocaroo






Vocaroo - The premier voice recording service. [Or upload?](#)








Vocaroo - The premier voice recording service. [Or upload?](#)



Sharing options

<http://vocaroo.com/i/s1CinApQzy5N> [Embed](#) [Email](#)

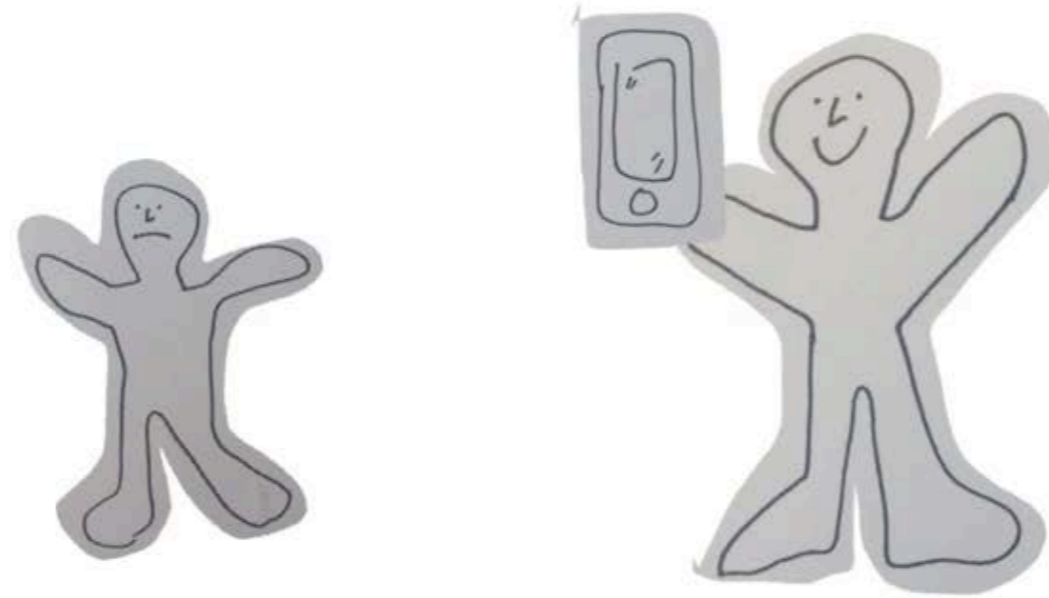
Download as [MP3](#), [Ogg](#), [FLAC](#), or [WAV](#). [QR Code](#)



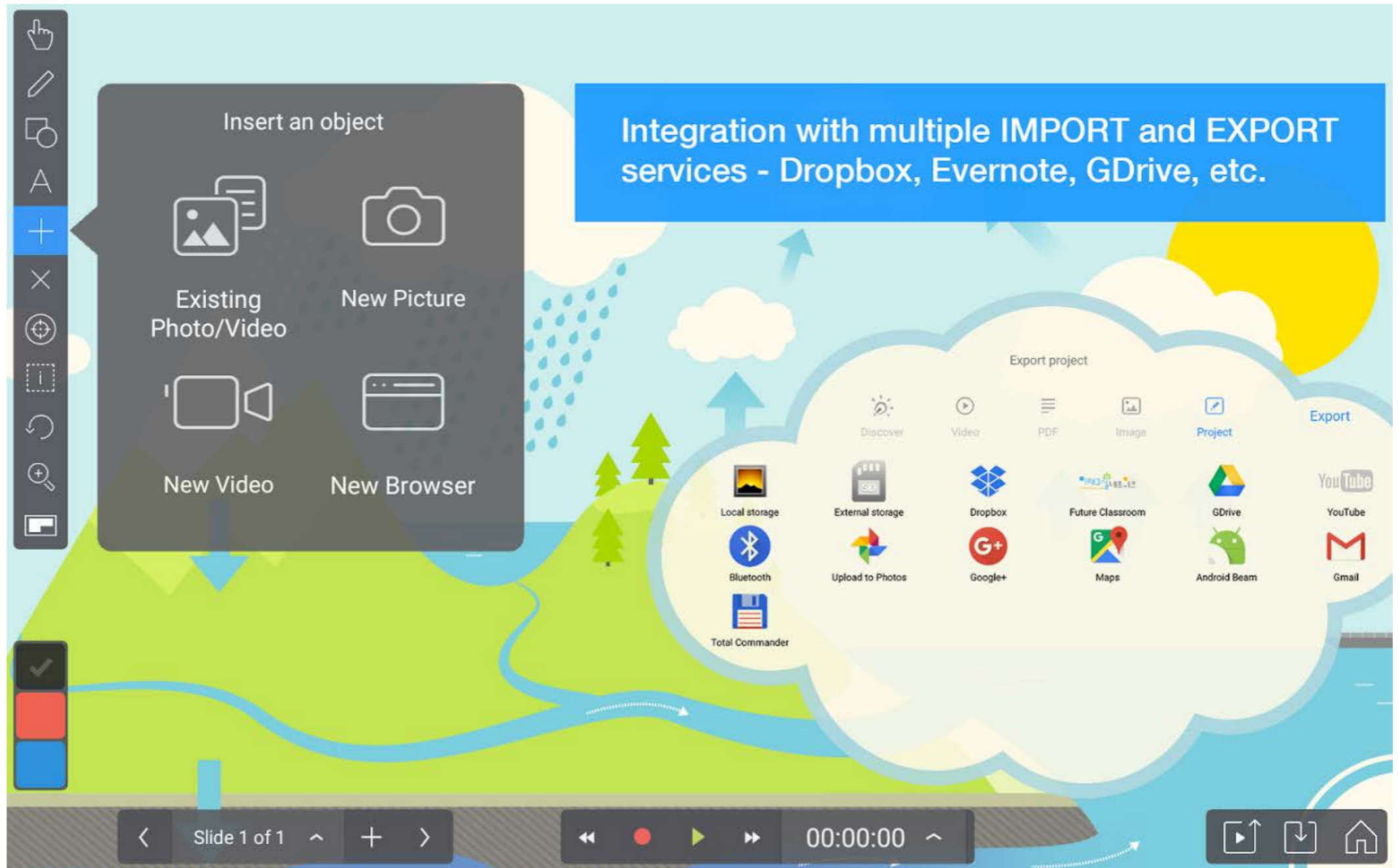
# DEMONSTRATE

Demonstrate how you would train someone on the prior knowledge.

# Animation: Explain Everything



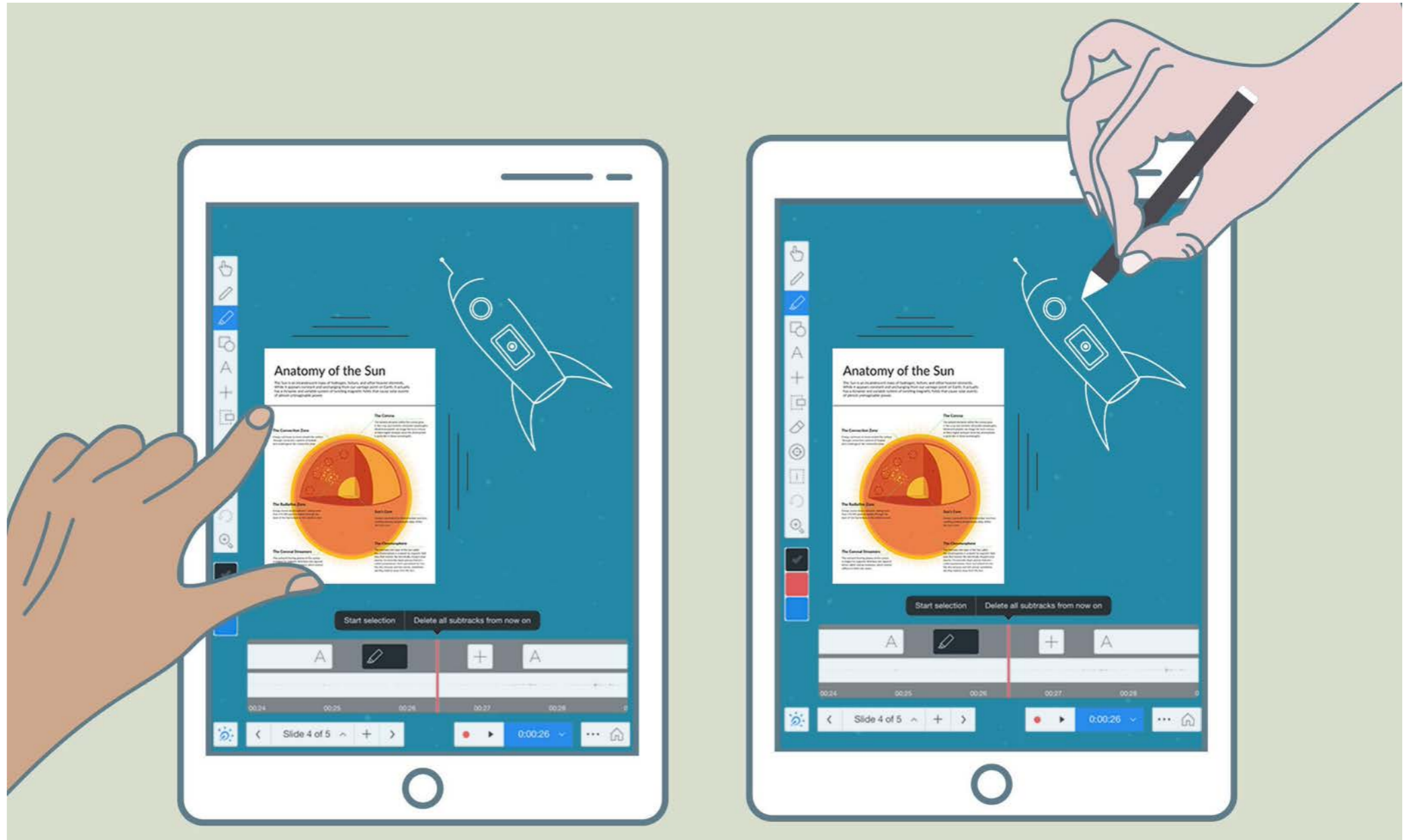
# Screencasting: Explain Everything



\$3.99



# Screencasting: Explain Everything



Group pricing





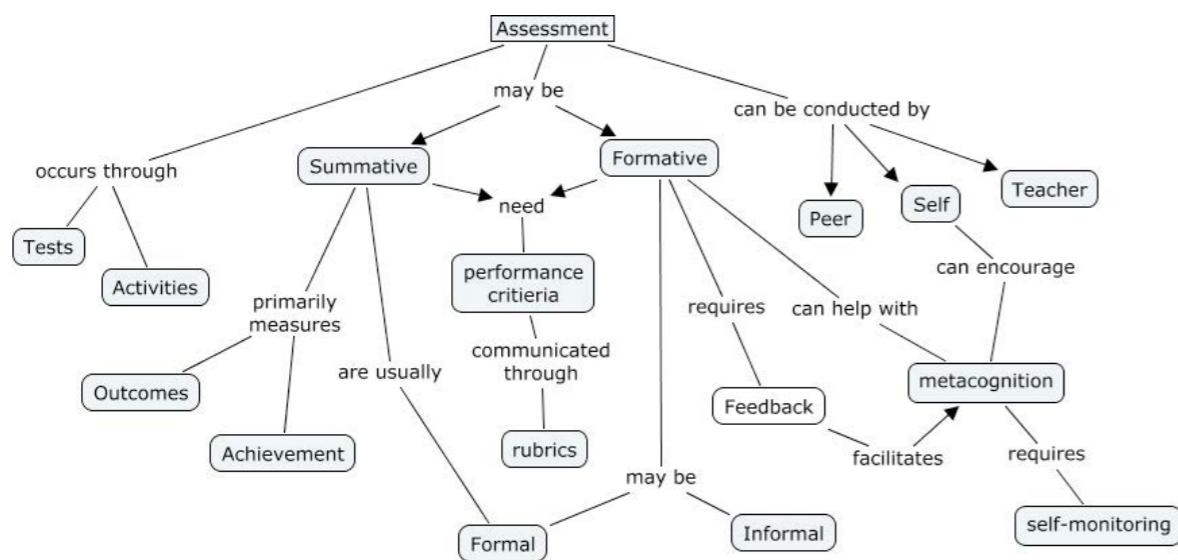
# Mind Map

Create a mind map of your  
prior knowlege.



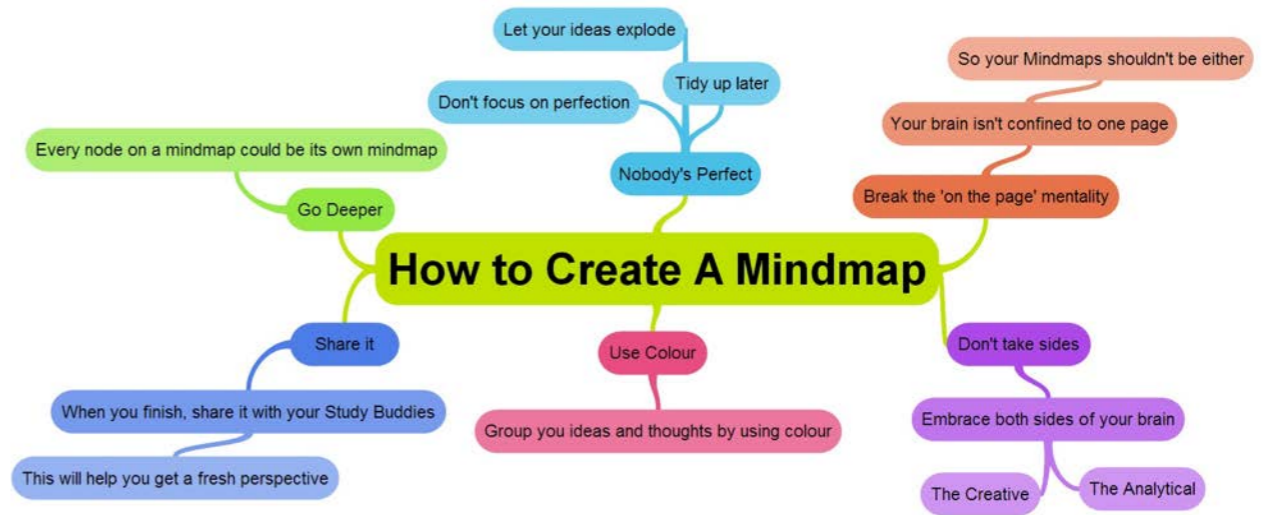
# Concept map vs. Mind map

## Concept map



<http://linkyy.com/osc>

## Mind map



<https://info.examttime.com/files/2012/11/How-to-create-a-mind-map-mindmap.jpg>

# Mapping tools

## Mobile Apps

### iPad and iOS

- Connected Mind
- Examtime (online tool that works with iPad)
- Idea Sketch
- Inspiration Maps (\$) (Lite)
- Maptini
- Mindnode (\$)
- Mindmeister
- Mindomo
- Popplet
- SimpleMind Free
- weMap collaborative mapping tool

### Android

- Thinking Space
- Mind Map Memo
- Mindomo
- Mindmeister
- Mindjet Maps
- SimpleMind Free
- weMap collaborative ma
- Connected Mind \$

### Online tools

- Creately
- Examtime
- Gliffy
- Lucid Chart (free for K-12 classrooms)
- Mindmeister
- Exploratree (Digging up Roots or Knowing Trees)
- bubbl.us
- Google Docs: Drawing
- Coggle.it
- Popplet
- Text 2 Mind Map
- UnConcept
- RealtimeBoard for Education
- Connected Mind

<http://www.schrockguide.net/concept-mapping.html>

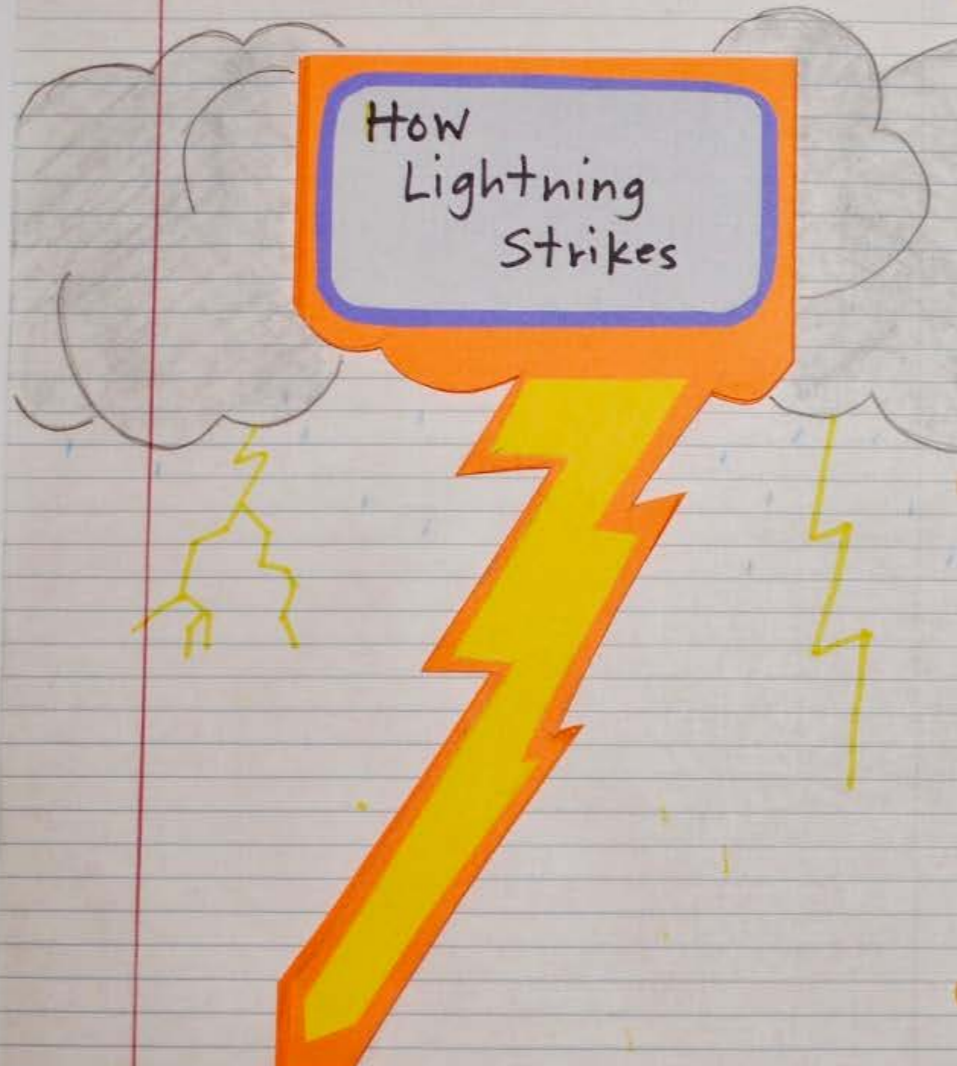
# Sketchnoting



# Interactive notebook

Answer: There is a transfer of charge through the air between two objects.

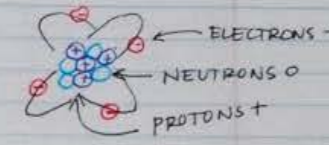
## How Lightning Strikes



Question: How is lightning similar to getting an electric shock when you reach for metal door knob?

### ELECTRICITY

Electric charges are from protons which are positive  $\oplus$  and electrons which are negative  $\ominus$



Static Electricity - accumulation of excess electric charges on an object

Atoms become charged by gaining or losing electrons.

Law of Conservation of Charge - electric charges can be transferred from object to object, but it cannot be created or destroyed.

Positive and negative charges exert forces on each other

OPPOSITE CHARGES ATTRACT  $\oplus \rightarrow \ominus$        $\ominus \rightarrow \oplus$

LIKE CHARGES REPEL  $\oplus \rightarrow \oplus$        $\ominus \rightarrow \ominus$

### CONDUCTORS VS. INSULATORS

**Conductors** - material in which electrons move easily. Ex. metals.

**Insulators** - material in which electrons are not able to move easily. Ex. wood, plastic, rubber.

### CHARGING OBJECTS

**Charging by Contact** - process of transferring charge by touching or rubbing

**Charging by Induction** - rearrangement of electrons on a neutral object caused by nearby charged objects



# Beginning sketchnoting

**LETTERING**

3 basic styles:

1. Print - UPPERCASE/lowercase
2. Script (cursive)
3. **BLOCK**

GO WITH WHAT'S NATURAL AND COMFORTABLE



The more you practice, the more **CREATIVE** you will become.

**Old English**

CLASSY FONT BUT TAKES WAY TOO MUCH TIME, UNLESS YOU'RE A SKILLED AND EXPERIENCED CALIGRAPHER

**PG 3** SUBLIMINAL AD MESSAGE → <http://nuggethead.net>

NUGGETHEAD studios

**Q:**  or 

PENCIL or PEN (OR MARKER)

**A:** YOUR PREFERENCE

**► Pencil**

- Less restrictive
- Erase mistakes
- Tone/Shading
- Lead breaks or needs sharpening

**► Pen**

- Challenging
- Must commit to every stroke
- Pens don't always behave
- Good pens flow well

**Bic or Papermate \*good and inexpensive**

**MICRON 03**

I USED MICRON SIZES .01, .05 & .08 FOR THESE PAGES

**IF YOU ALREADY HAVE NOTES YOU WANT TO CONVERT, LAY THEM OUT IN PENCIL FIRST. THEN TRACE WITH A PEN/MARKER AND ERASE PENCIL.**

**DOODLE TRAIN**

**BORDER**

**page 4**

**THINGS TO CONSIDER**

-  CREATE YOUR OWN VISUAL STYLE.
-  DON'T HAVE TO FILL PAGE. 
-  USE SYMBOLS, ICONS, AND PICTO-NOTES.
-  KEEP YOUR PENCIL/PEN MOVING.
-  MAKE MISTAKES! 

**HOMEWORK:**

- ★ SKETCHNOTE A NEWS BROADCAST 
- ★ SKETCHNOTE A NARRATIVE WHILE PEOPLE WATCHING AT A MALL, ZOO, OR AIRPORT 
- ★ SKETCHNOTE AN EXPERIENCE:
  - A BOOK
  - FUNNY CONVERSATION WITH A CHILD
  - GOOD/BAD CUSTOMER SERVICE
  - A MEETING OR CONFERENCE
  - A CHURCH SERMON 

**Go Sketchnote now!**

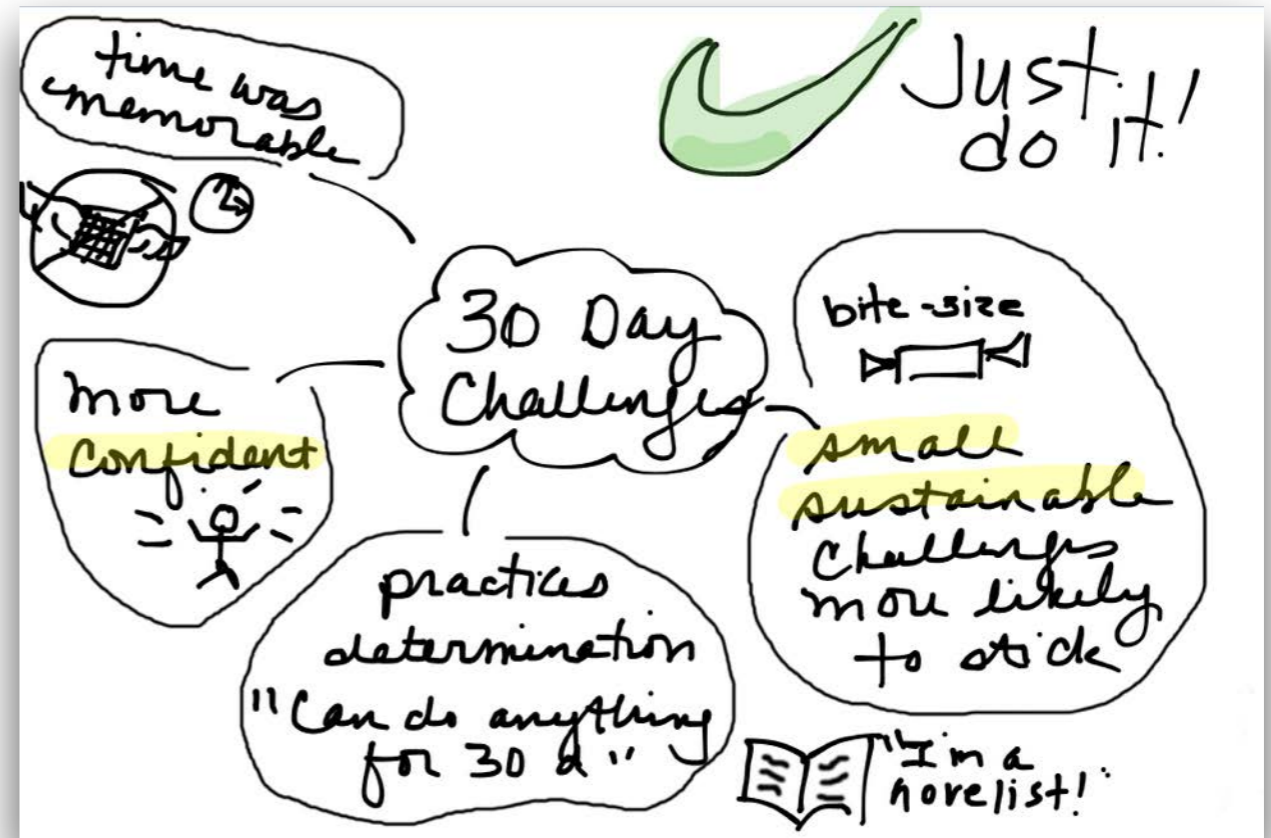
**5**

<http://nuggethead.net>

# Sketchnoted notes and map

Notes from Matt Cutt's TED Talk

- 30 day challenge
- Do something or eliminate something
- Make it manageable → sustain
- Wrote a "novel" in 30 days
- "You can do anything for 30 days!"



# Evaluate

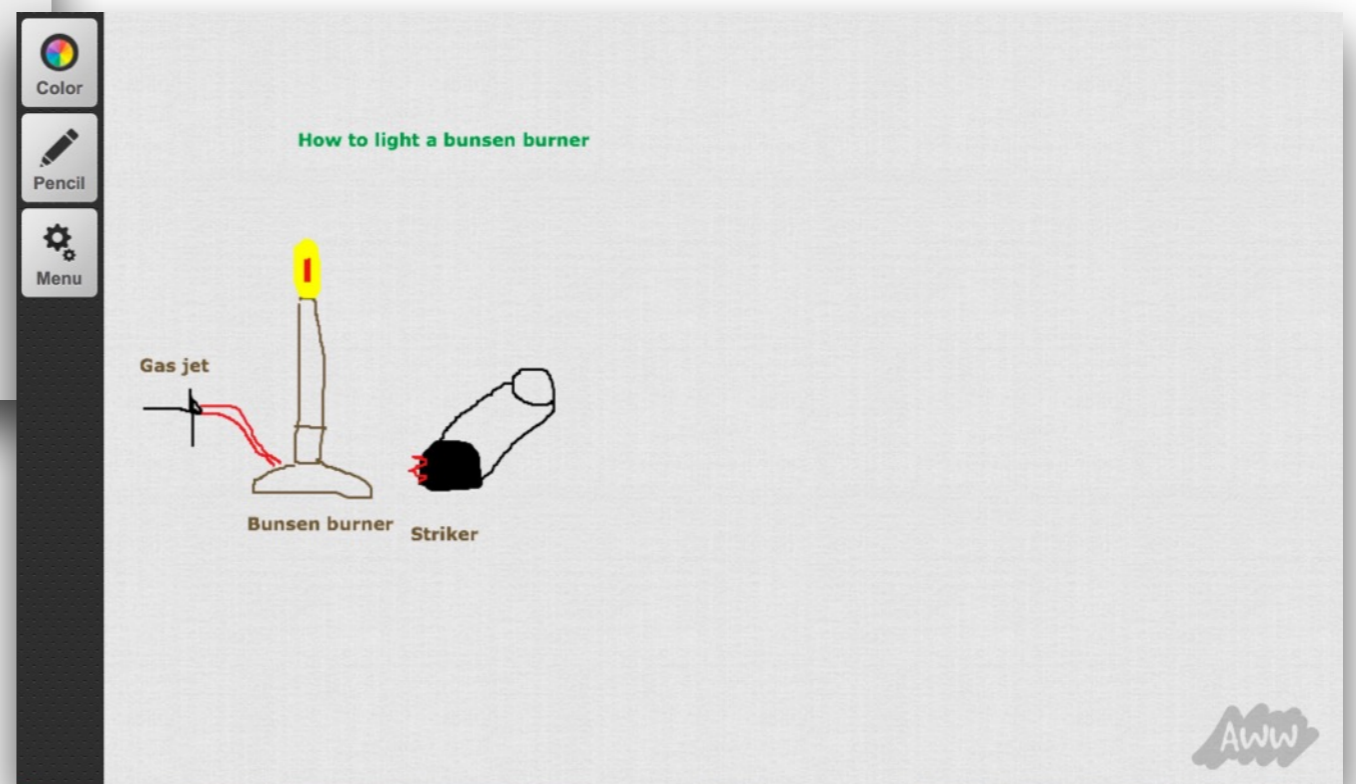
Evaluate whether the information the student is telling you is understood.



# Draw and show: AwwApp



The screenshot shows the AwwApp website landing page. At the top, there is a green logo with the letters 'AWW' and the text 'A Web Whiteboard' below it. The main heading is 'Touch. Draw. Share.' followed by a paragraph: 'A Web Whiteboard is touch-friendly online whiteboard app that lets you use your **computer, tablet or smartphone** to easily **draw** sketches, **collaborate** with others and **share** them with the world.' Below this, it says 'Works on all **modern browsers**, no installation needed.' A prominent green button labeled 'Start drawing' is at the bottom left. On the right side, there is a circular inset showing a drawing toolbar with icons for Color, Pencil, Eraser, New, and Share, and a vertical menu with options for Thin, Medium, and Thick line weights.

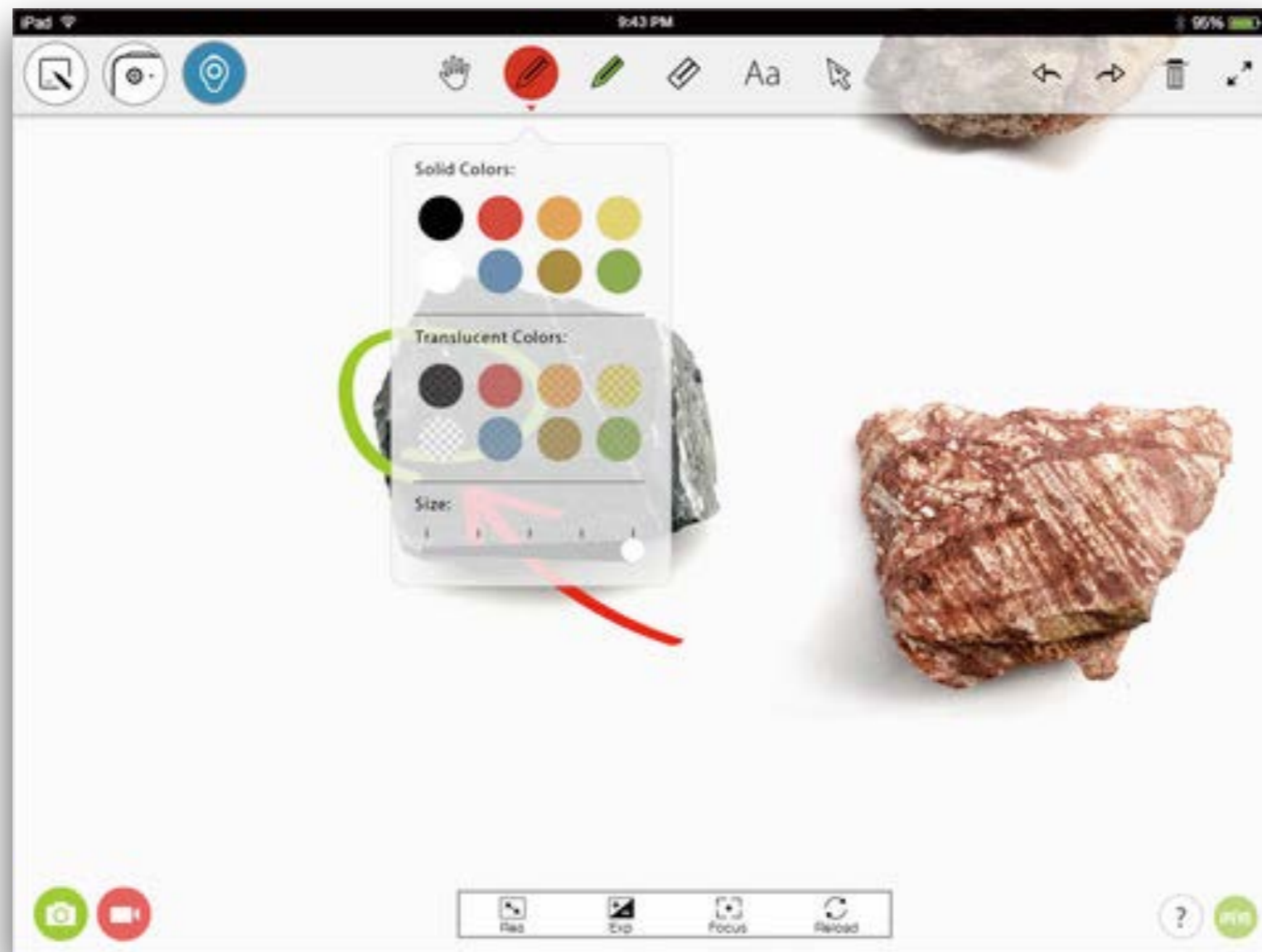


The screenshot shows the AwwApp drawing interface. On the left, there is a vertical toolbar with icons for Color, Pencil, and Menu. The main drawing area contains a hand-drawn diagram titled 'How to light a bunsen burner'. The diagram shows a Bunsen burner with a lit flame, a gas jet, and a striker. Labels 'Gas jet', 'Bunsen burner', and 'Striker' are placed near their respective parts. A small 'AWW' logo is visible in the bottom right corner of the drawing area.



<http://bit.ly/1F8SvMe>

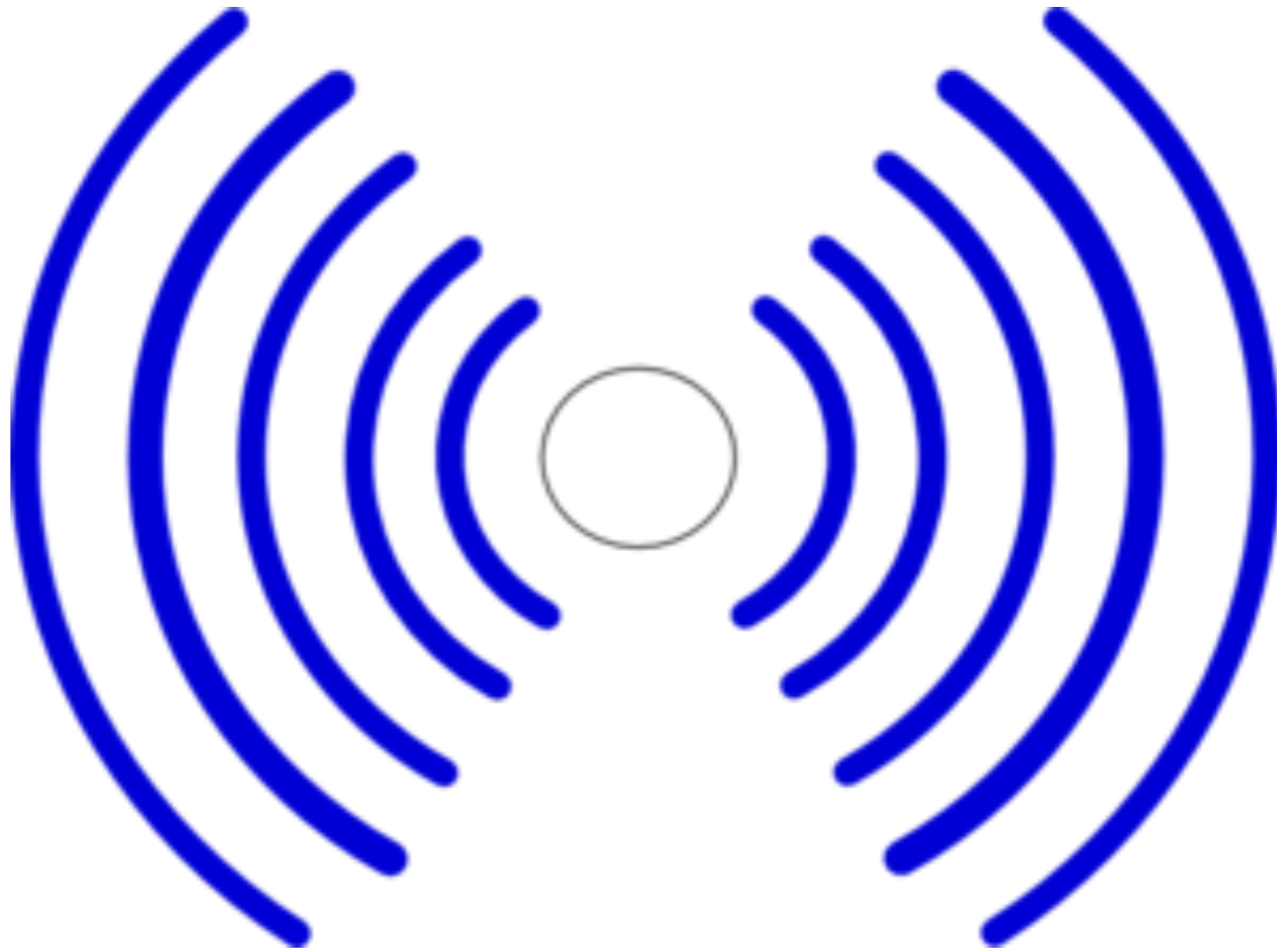
# Draw and show: IPEVO Whiteboard



# Interview

Interview classmates  
about what they know.

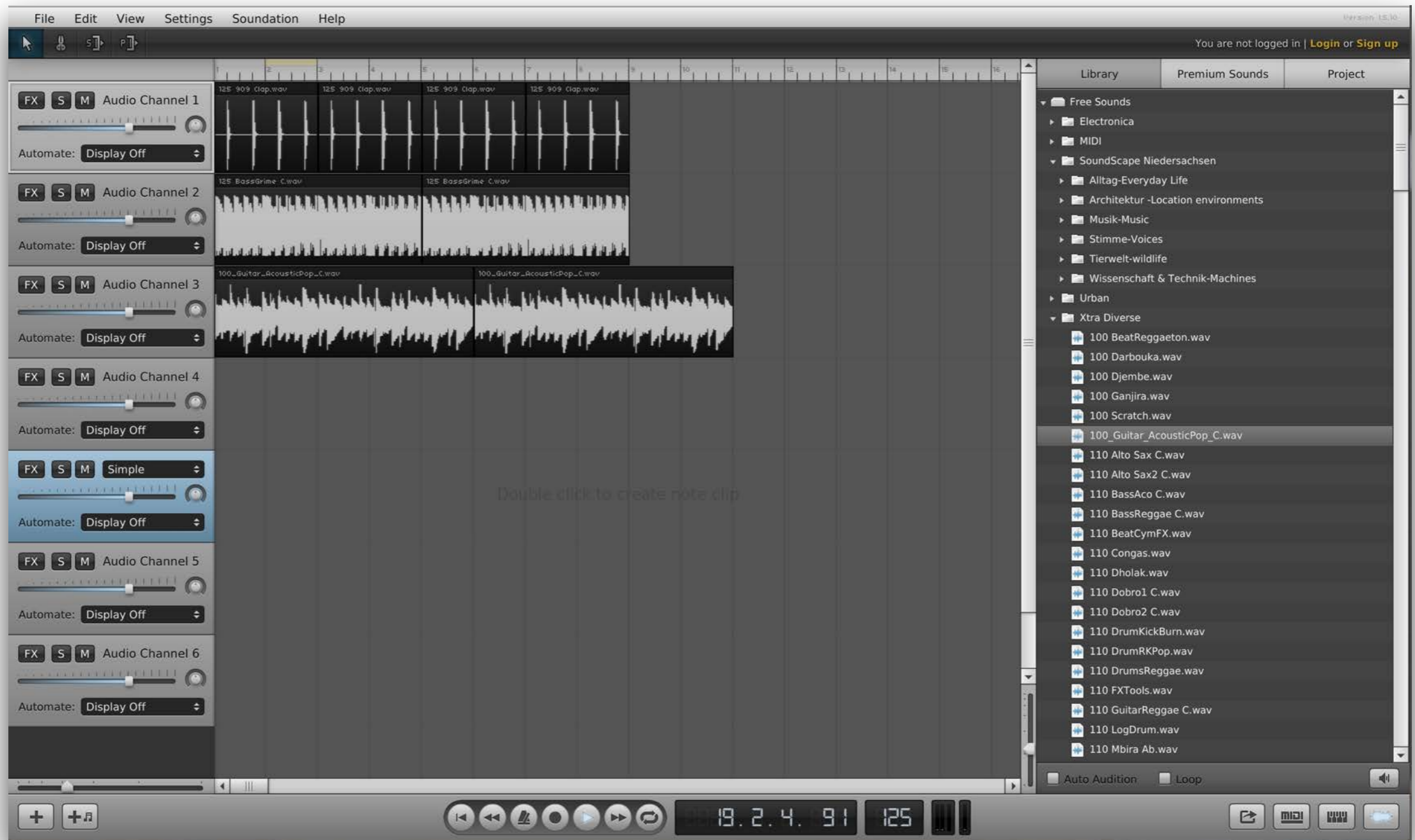
# Interviewing



# Podcast or audio recording



# Audio recording: Soundation Studio



# Audio recording: Twisted Wave

The screenshot displays the Twisted Wave web application interface. At the top, a menu bar includes 'File', 'Edit', 'Select', 'Markers', 'Audio', 'Effects', and 'View'. Below the menu, the title '12 Simple Pleasures' is centered. A toolbar contains icons for playback (stop, play, next, previous), recording, undo, redo, zoom in, zoom out, and volume. A timeline at the bottom of the toolbar shows markers at 0 s, 5 s, 10 s, 15 s, and 20 s. The main area features two audio waveforms: the top one is red and the bottom one is blue. At the bottom of the interface, there are four green buttons: 'New document...', 'Upload a file...', 'Import from Google Drive...', and 'Import from SoundCloud...'. The status bar at the very bottom shows 'Ready'.

## Audio Export

**Export selected audio**

File format **WAVE Audio**

- MP3 Audio
- FLAC Audio
- Ogg Vorbis
- WavPack Audio
- Wave64 Audio
- MP2 Audio
- AIFF Audio
- AIFC Audio
- AU Audio
- WMA Audio
- Apple CAF File

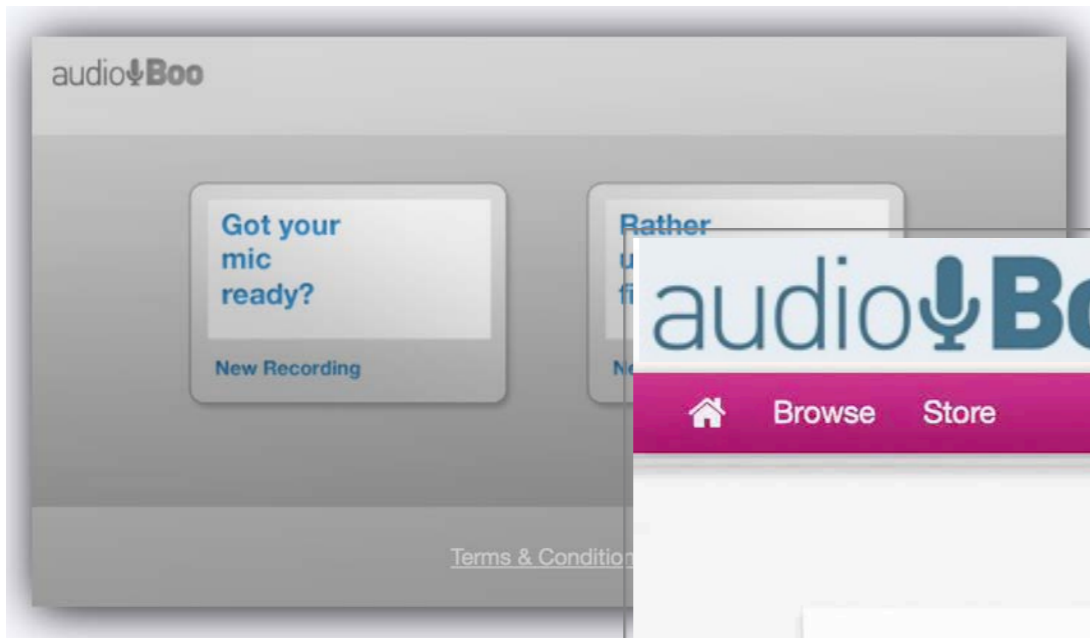


# Audio recording: Wave Pad





# Podcasting: Audioboom app



A screenshot of the Audioboom website. The header includes the "audioBoom" logo, a search bar, and a "Record / upload" button. A pink navigation bar contains "Browse" and "Store" links. Below the navigation is an "Audioboo assistant" button. The main content area features a featured post titled "How Audio Recordings enhance learning in the Classroom" by user "KBRICE331". The post includes an audio player with a waveform and a duration of 1:45. Below the player are hashtags: #education #audiorecordings #learning. The user's profile picture and name "kbrice331" are shown, along with a "view recent activity" link. Interaction buttons for "Playlist", "Like", and "Embed" are visible. The text "RELATED POSTS" is at the bottom right.



# Podcasting: Podomatic



podomatic Sign Up Log In Help

Home Podcasts Cities Create a Podcast Make a Minicast Go PRO Search

## Post a new episode to PodOmatic

- 1 Select media for your episode

Upload a media file Uploader: HTML5 | Flash

Select files Add files to the upload queue and click the start button.

Filename	Size	Status
12 Simple Pleasures.mp3	5.5 mb	0%

Add Files Start Upload 0% 5.5 mb

- 2 Enter a title and description
- 3 Add an image
- 4 Choose a quality level
- 5 Publish!

Help | Terms | Privacy | Partners | PRO Support

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## Around the Corner-MGuhlin.net Podcast

Give it a listen!

▶ Play **Episode 51: Successful Bond Projects**  
[Send to Friends](#) | [1 Comment](#) | [Download](#) | [Permalink](#)  
July 08, 2008 05:09 PM PDT  
More online at <http://mguhlin.net> in the Audiocasts.

▶ Play **Episode 50: A Chat with Joyce Valenza Regarding Transparency**  
[Send to Friends](#) | [Leave a Comment](#) | [Download](#) | [Permalink](#)  
July 08, 2008 11:40 AM PDT

Joyce Valenza is wonderfully articulate, especially on a spur of the moment, poorly edited (that's my fault), podcast. I LOVE what she has to say initially about transparency and how her words will reflect who she is. She also touches on important topics like branding teacher-librarians (or something like that).



▶ Play **Episode 49- Blogging in Higher Education**  
[Send to Friends](#) | [Leave a Comment](#) | [Download](#) | [Permalink](#)  
July 04, 2008 08:07 PM PDT

Dr. Maria Kaylor / University of Texas at San

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# Show-Me

Ask the student to “show me”

# Sort Card strategy

## **ACTIVATOR**

Teacher makes cards

Students work in groups to categorize

Defend their choices

## **SUMMARIZER**

Students make cards

Students work in groups to categorize

Visit other groups / one person stays behind

Reflect and refine



# Padlet as an activator

**Civil War Padlet**  
Categorized ideas about the Civil War

**PLACES AND BATTLES**

- Kathy**  
Gettysburg
- Joe**  
North and South

**LEADERS IN THE CIVIL WAR**

- Linda**  
Abe Lincoln
- Nathaniel**  
Lee
- Mallory**  
Sherman

**STORIES**

- Jeanne**  
Gone with the Wind

**HOW THEY TRAVELED**

- Lisa**  
Horses
- Rachel**  
Underground Railroad

**HOW THEY FOUGHT**

- Sue**  
Handback
- Lisa**  
Rifles
- Tina**  
Uniforms

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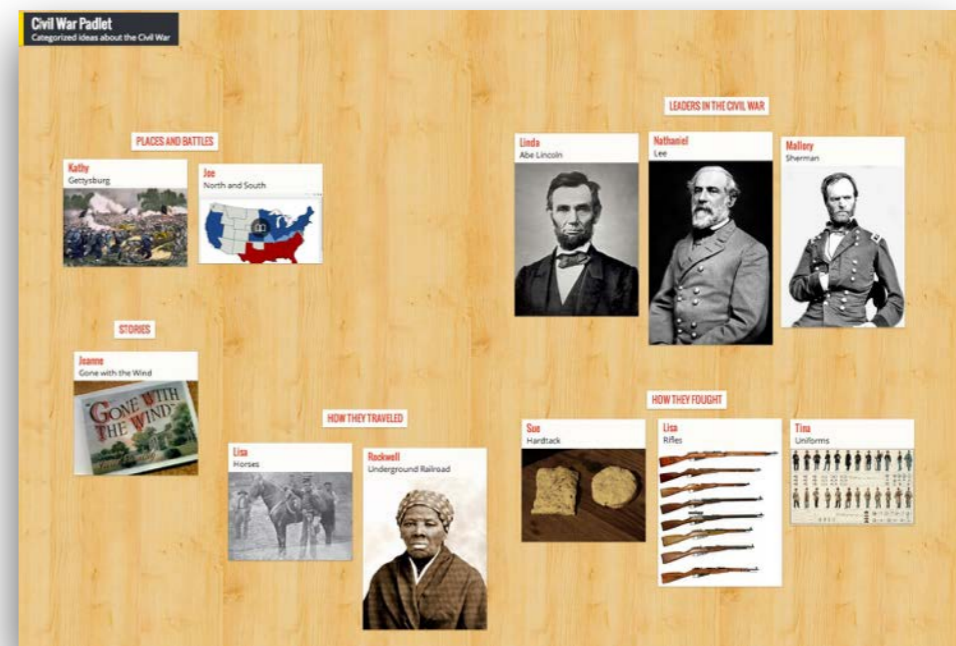
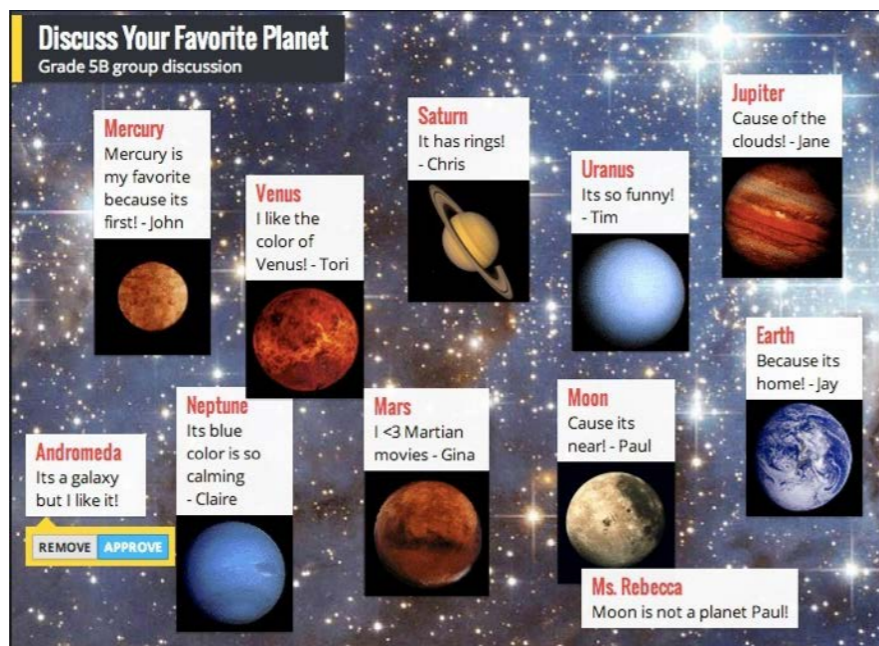
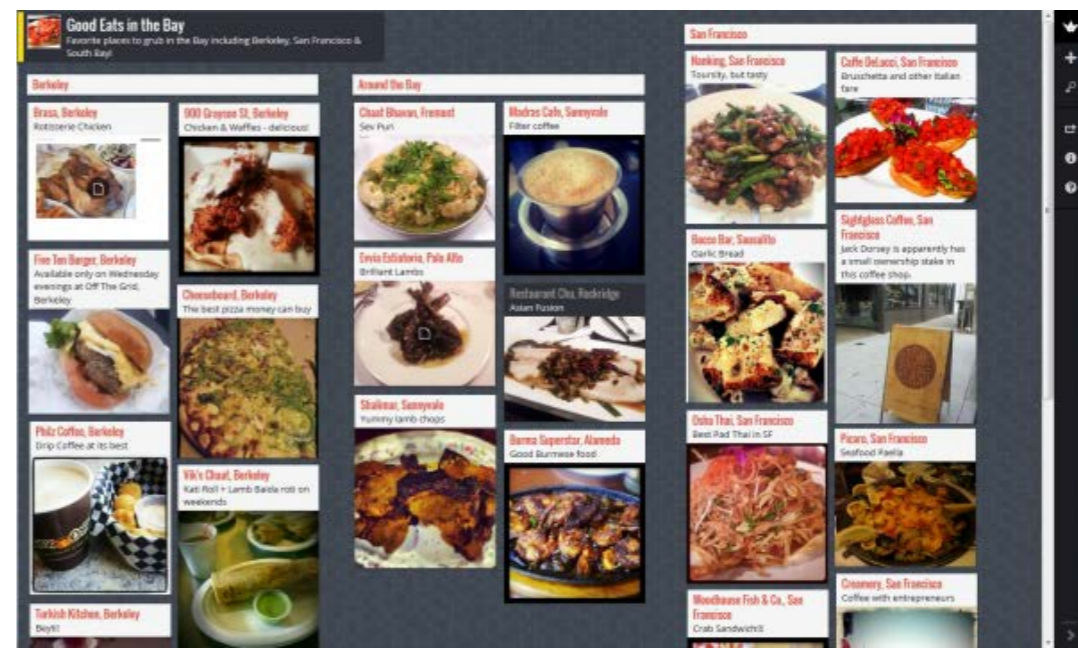
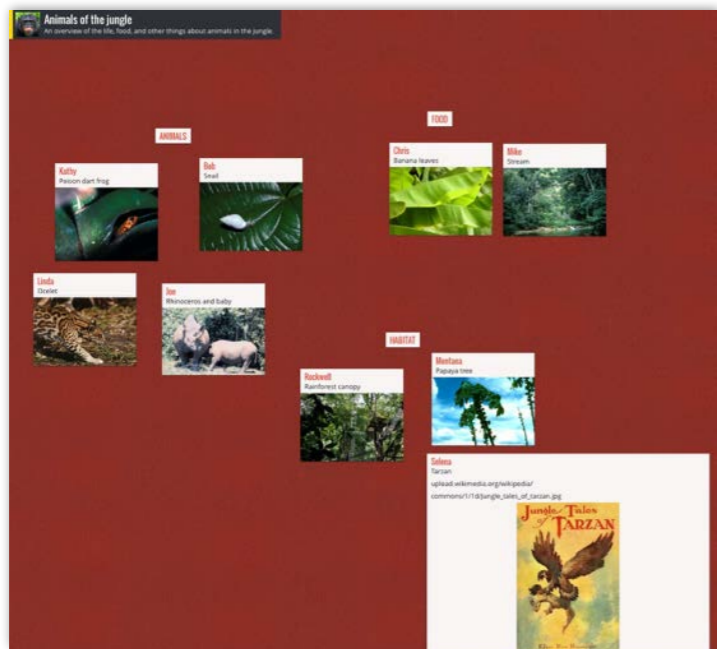
**HOW THEY TRAVELED**

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- Sue**  
Handback
- Lisa**  
Rifles
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Uniforms

# Padlet as a summarizer



# LIST

List all the keywords about what you have learned.



# Listing: Cacoo

Examples - Information Systems Help Desk

Information Systems Help Desk

Phone call (or in person) E-mail Web request

Can you help? No Create open ticket Yes Assign ticket

Close ticket Records selection results for follow-up

Records stored in database

Records stored in database

On Web Browser

Drag & Drop Stencil

Select Template

Quick & Easy

Collaboration

Chat

Edit Simultaneously

Post Comment

Cacoo

Stencil

Template

Input

Output

PNG

SVG

PDF

PS

Try editing diagram

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Plain Doughnut Plain Doughnut Plain Doughnut Plain Doughnut Plain Doughnut

\$1.59 277kcal \$1.50 262kcal \$1.70 197kcal \$1.45 357kcal \$1.50 299kcal

more...

Information

January 1, 2011 Information

January 1, 2011 Information

January 1, 2011 Information

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About Doughnuts Gift Shop Guide Blog

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Real-time collaboration  
Several diagram types  
Image libraries  
Import own images  
Free version



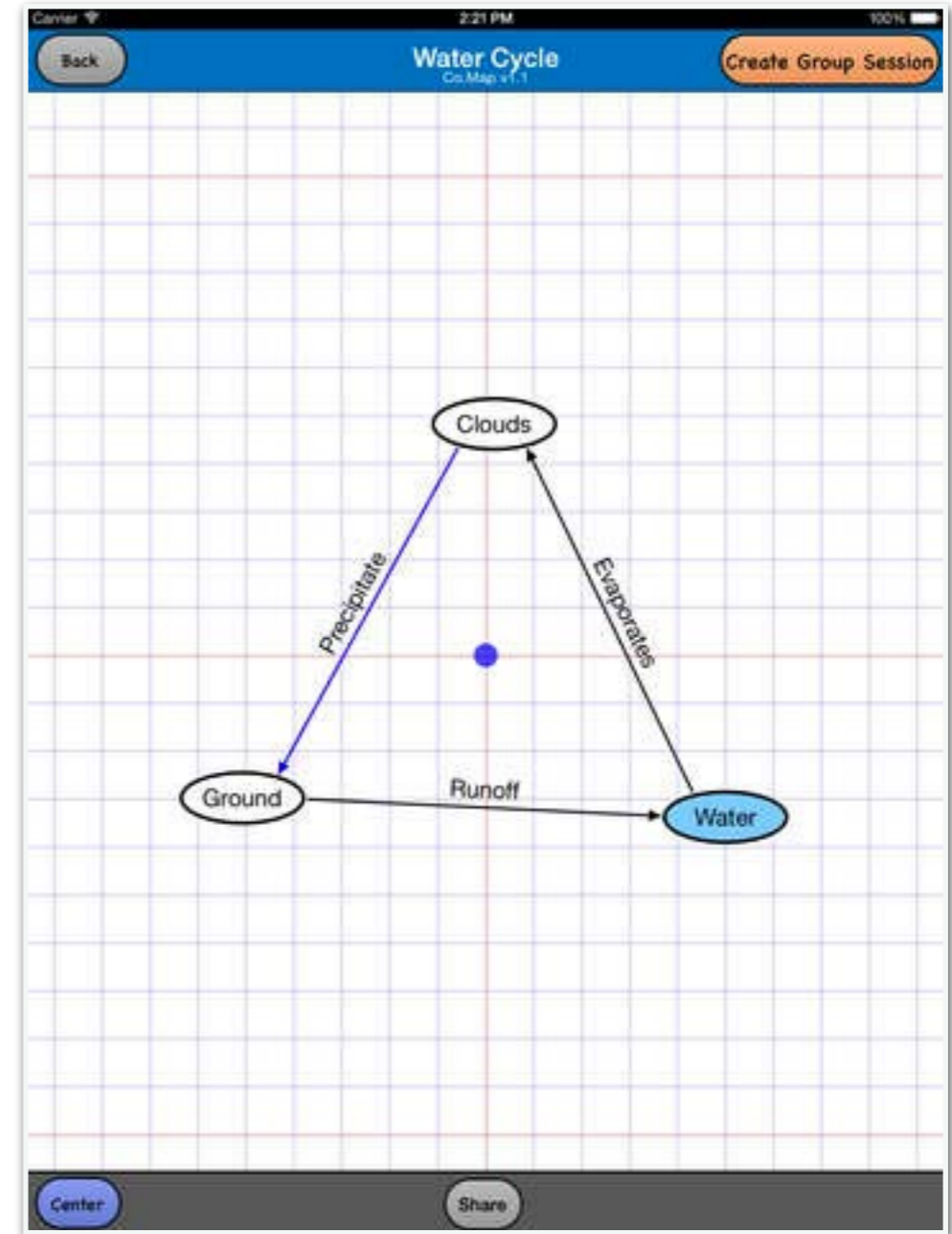
# Listing: Coggle

coggle  
BETA

Tutorial Video:  
Introduction



# Listing: Co.Map



# Summmarize

Have students synthesize  
the information learned.

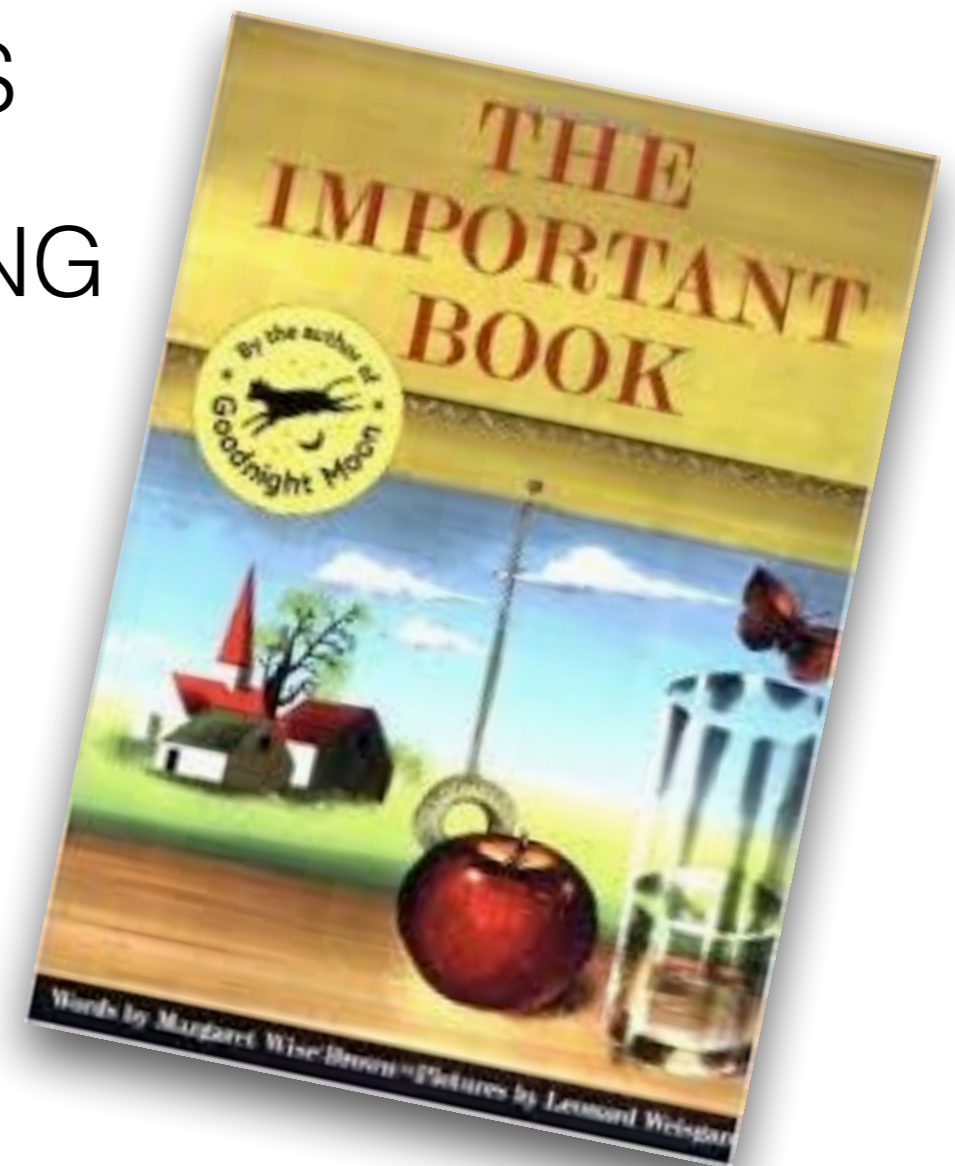
# Summarize: The Important Book



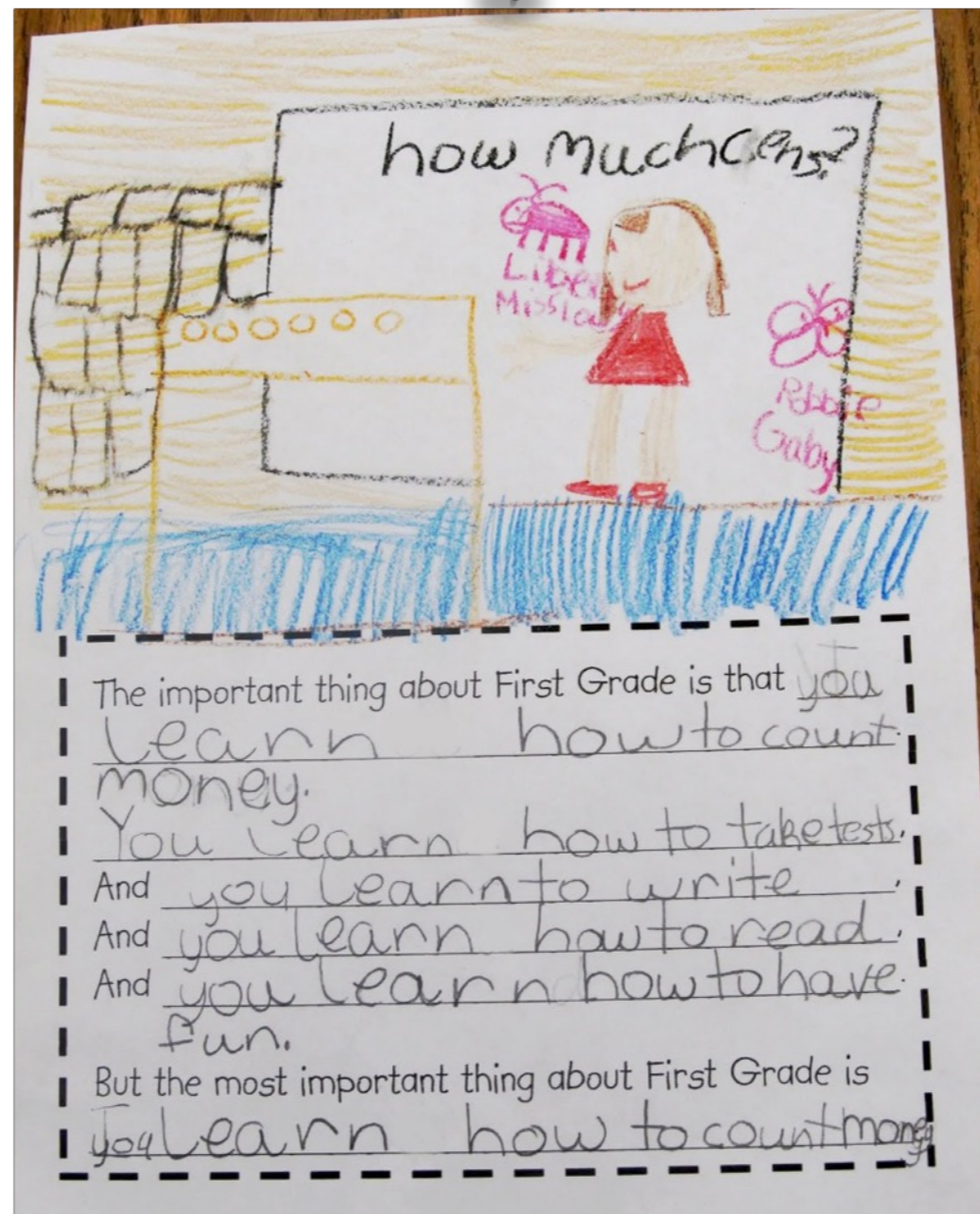
TOPIC

DETAILS

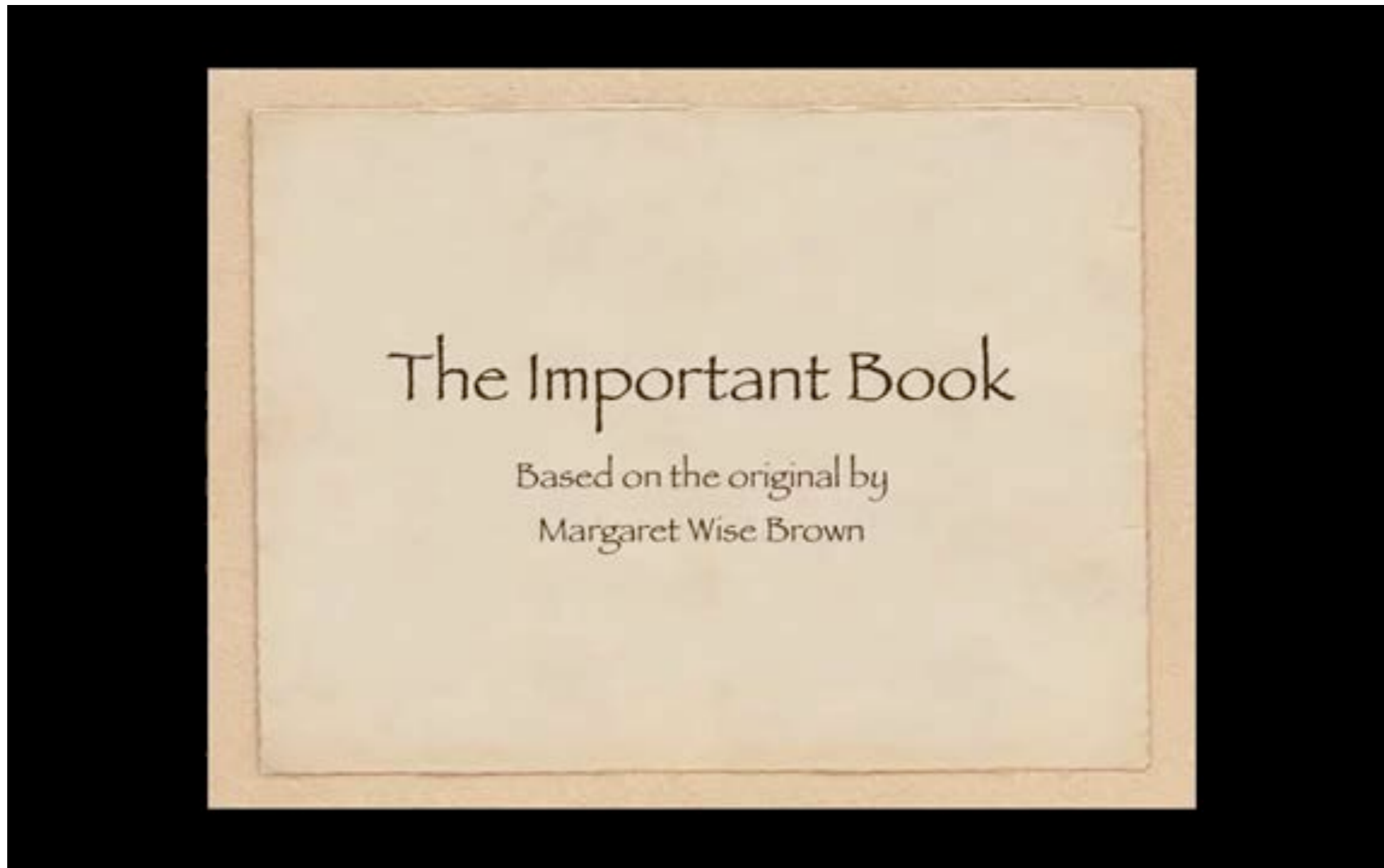
CLOSING



# Sample: The Important Book

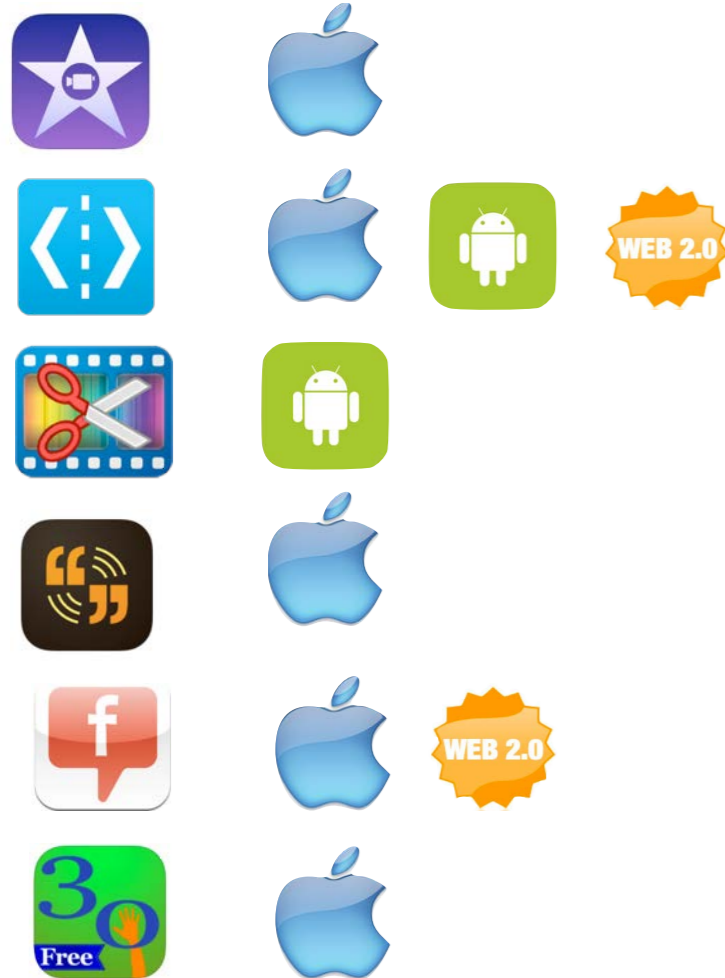


# Sample: The Important Book

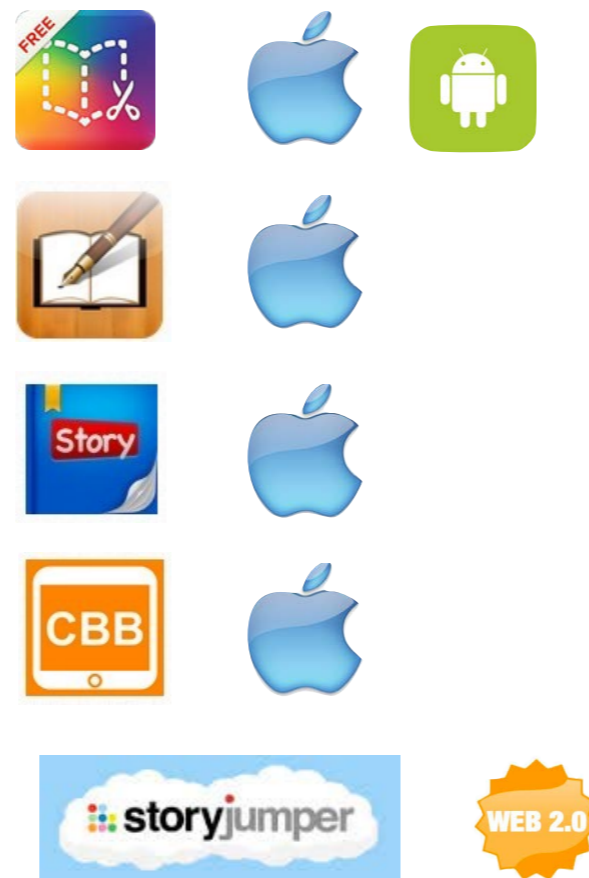


# Apps and tools

## Video creators



## Book creators



## Screenrecording





# App-smashing

## How to Get Started with **APP-SMASHING**



**Create**  
content  
with one app  
**export** to the  
camera roll

**Add** a layer of  
**ideas** in a 2nd  
app, or 3rd, or  
4th!

**Upload,**  
Publish, &  
**Share**

# 3-2-1 Summarizer

**3-2-1 Strategy Chart**

Name: \_\_\_\_\_ Date: \_\_\_\_\_

Title of article: \_\_\_\_\_

Source: \_\_\_\_\_

3 things you discovered

2 interesting things

1 question you still have

# 3-2-1 Summarizer: Wufoo



This screenshot shows the Wufoo form builder interface at 4:33 AM. The browser address bar shows "kathyschrock.wufoo.com". The form being edited is titled "3-2-1 Summarizer" and is intended for submitting a 3-2-1 Summarizer. The interface includes a sidebar with various field types categorized into "Standard" and "Fancy Pants". The "Standard" category includes Single Line Text, Paragraph Text, Multiple Choice, Section Break, Number, Checkboxes, and Dropdown. The "Fancy Pants" category includes Name, Address, Email, Phone, Price, Rating, File Upload, Date, Time, Website, and Likert. The main form area contains the following fields: "Name of topic or concept \*", "3 things that really interested you \*", "2 things you would like to know more about \*", "1 idea you will write about tonight", "Name and class period", and "Date". At the bottom, there are "Add Field" and "Save Form" buttons. The footer of the page includes the text "Wufoo - SurveyMonkey Inc. - Palo Alto, CA" and a list of links: "About", "Blog", "Gallery", "FormBuilder", "Examples", "Tour", "Forums", and "T".

This screenshot shows the completed "3-2-1 Summarizer" form at 6:49 AM. The browser address bar shows "kathyschrock.wufoo.com". The form is titled "3-2-1 Summarizer" and is intended for submitting a 3-2-1 Summarizer. The form contains the following fields: "Name of topic or concept \*" with the value "Types of triangles"; "3 things that really interested you \*" with the values "Triangles are found in quilts", "A geodesic dome is made of triangles", and "The pyramids have triangles"; "2 things you would like to know more about \*" with the values "How many triangle sides does a pyramid have?" and "What is a truss used for?"; and "1 idea you will write about tonight" with the value "Other items that use triangles that are common." The Wufoo logo is visible in the top left corner of the form area.

# Summarizer: Tabletop Texting

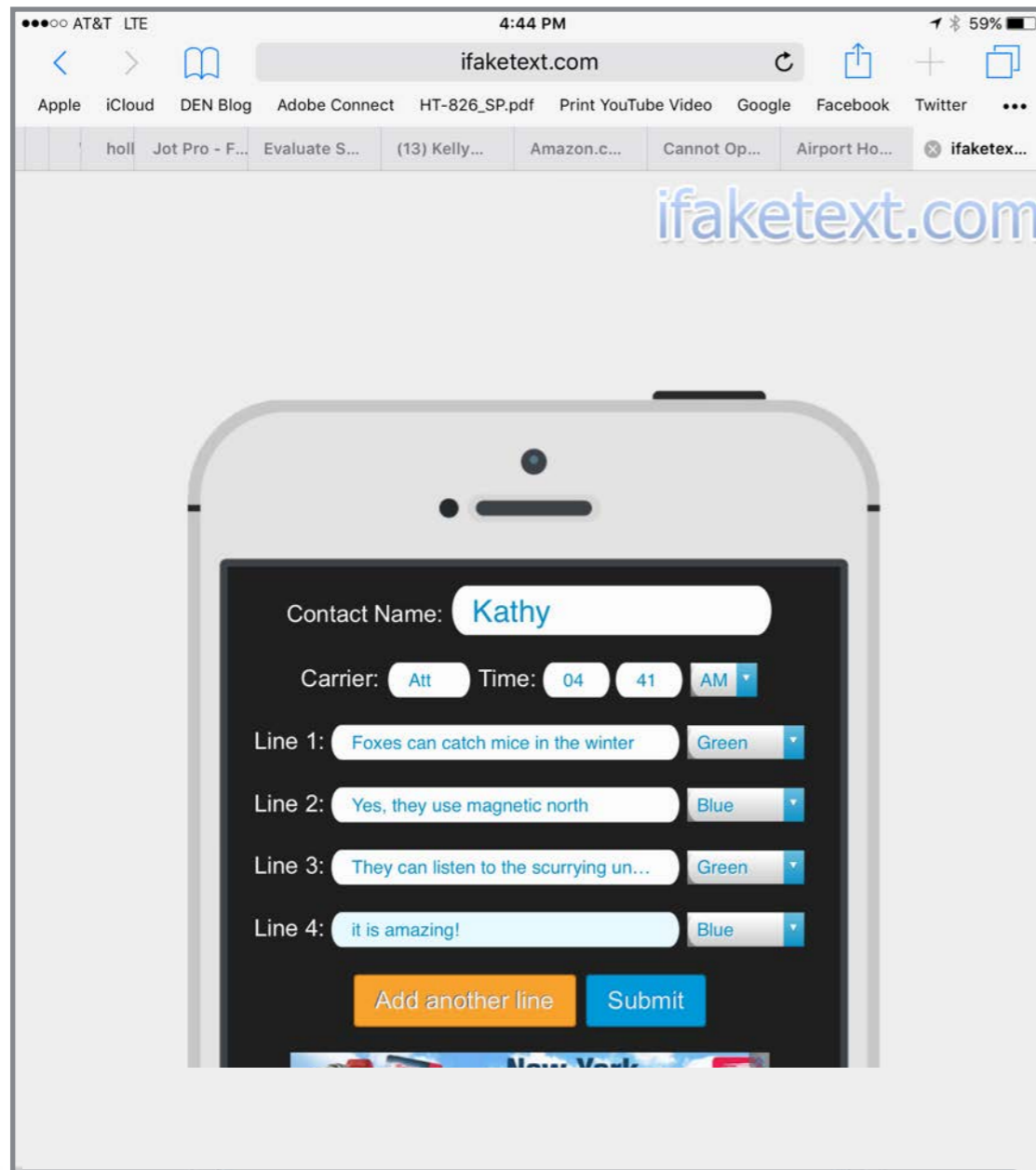
Students each have a piece of paper

A movie they are watching is paused every 30 seconds for them to write a “text message” in a bubble on the page.

Make a statement, ask a question, etc.

Share these with their neighbor.

# My version of Tabletop Texting



# Summarizer: Make it Concrete

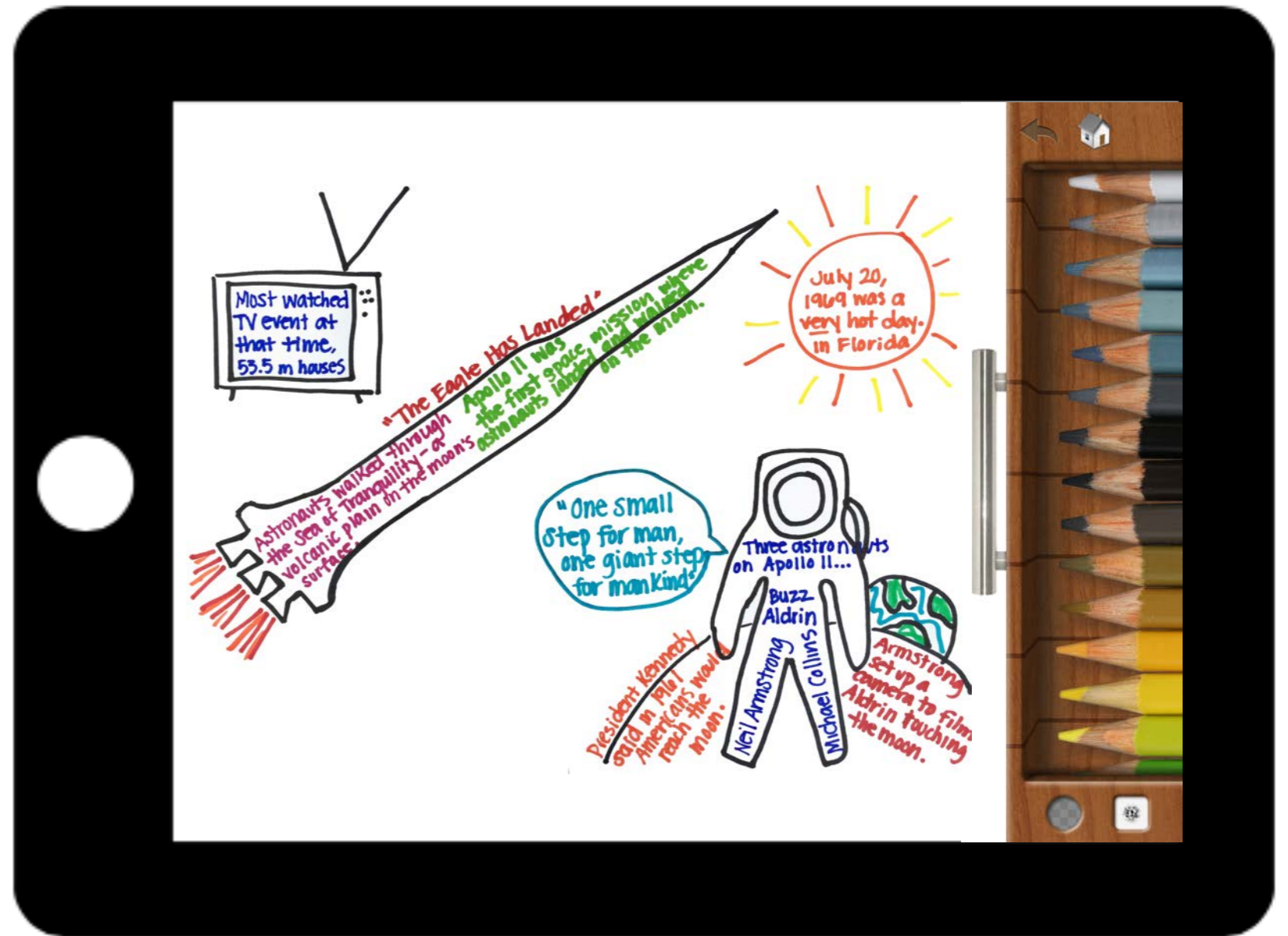
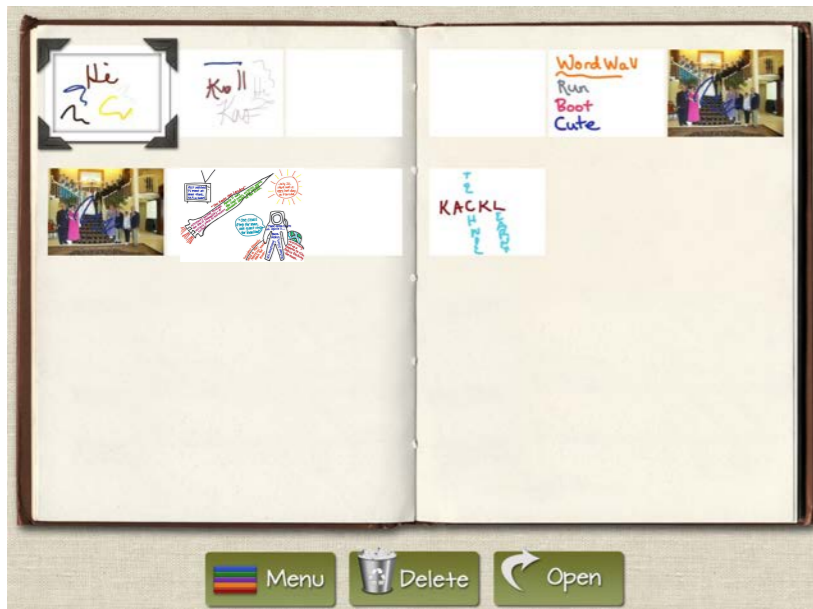
Students watch a video segment

After viewing, draw an outline of an image (or images) that represent the main concept of the video

Fill in the shape with details in text or graphic form

Share in small groups and on the Web.

# Make it concrete: Drawing Pad



\$1.99



# Silent Sharing

## SILENT SHARING

Here is an exercise for visualization and non-verbal communication. It involves conversing with writing and drawing to develop reflection and deliberate thinking.

Break into groups of 2 or 3. Each person gets their own sheet (or create one big one for the team). The teacher will provide an essential driving question to ponder. Write it at the top of the sheet. Next, reflect on the question and then begin "talking" about it using only writing and sketching in your space.

The Essential Question: \_\_\_\_\_





# Silent Sharing: AWW

## Touch. Draw. Share.

A Web Whiteboard is touch-friendly online whiteboard app that lets you use your **computer, tablet or smartphone** to easily **draw sketches, collaborate with others and share** them with the world.

[Start drawing](#)

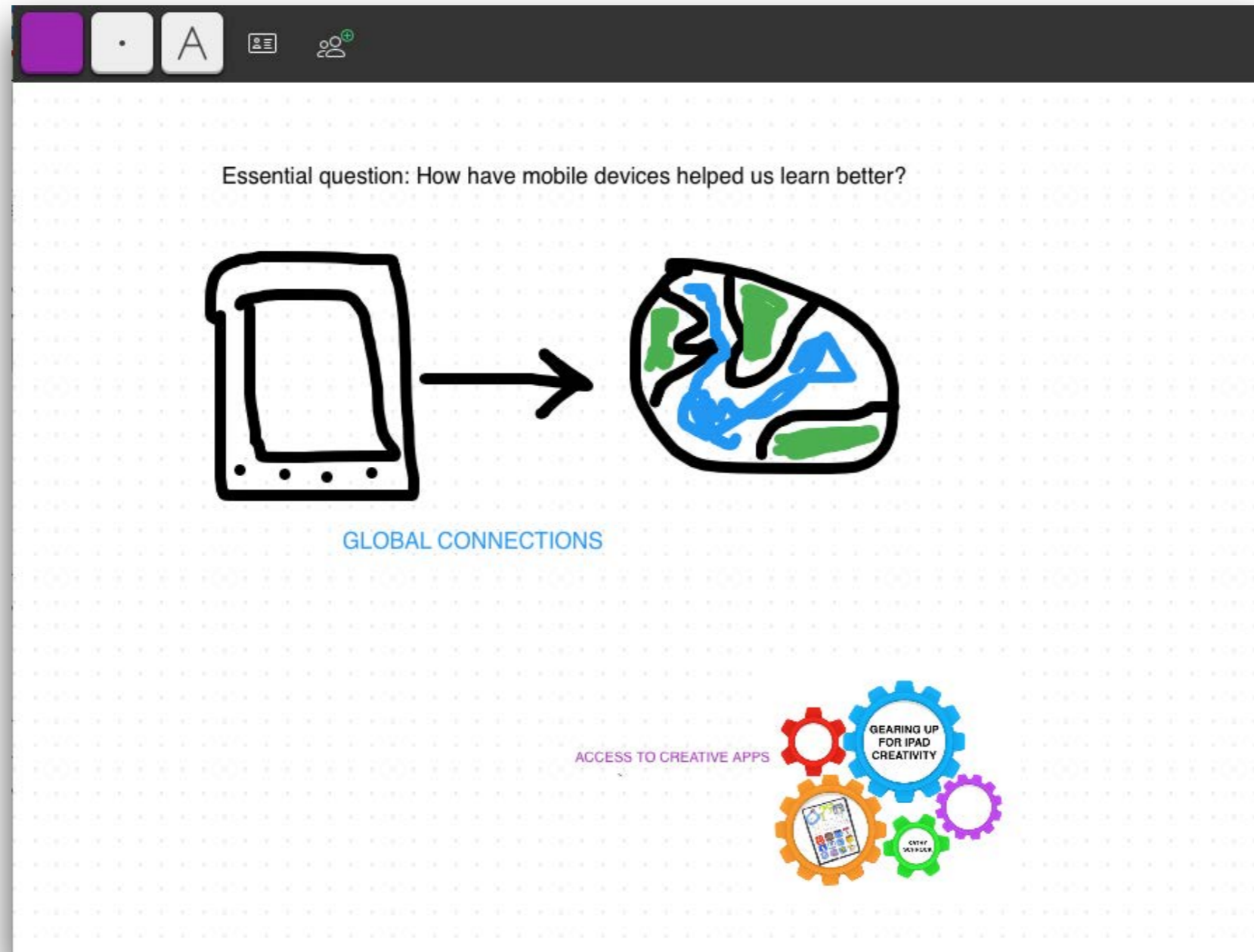
Unlock the full power of A Web Whiteboard with premium plans.

[Learn more ...](#)

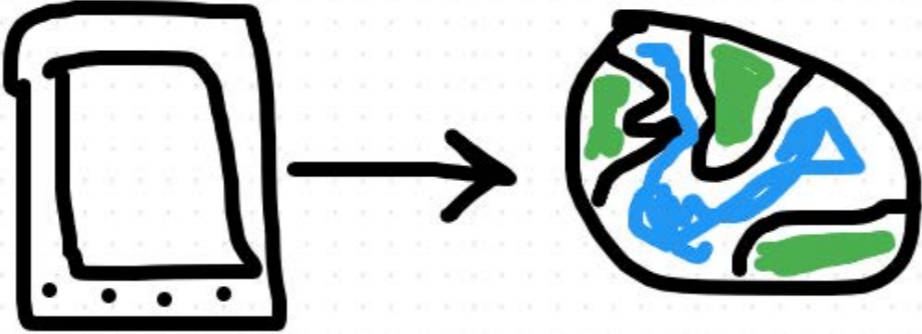
By continuing to use this site you agree to cookie policy and our terms of use.




# Silent Sharing: AWW



Essential question: How have mobile devices helped us learn better?



GLOBAL CONNECTIONS



ACCESS TO CREATIVE APPS

GEARING UP FOR IPAD CREATIVITY

CITY SKETCH



# Summarizer: Advertisement

Students each have a piece of paper

At the end of the lesson or unit, they develop an advertisement, with visuals and text, for the newly learned concept.

Lesson Plan  
**Persuasive Techniques in Advertising**

[E-mail](#) / [Share](#) / [Print This Page](#) / [Print All Materials](#) (Note: Handouts must be printed separately)

	Grades	9 - 12
	Estimated Time	Seven 50-minute sessions, with additional time for producing commercials
	Lesson Author	<b>Daniel Kuglich</b> Champaign, Illinois
Publisher		

# Ad\*Access collection

DUKE UNIVERSITY LIBRARIES DIGITAL COLLECTIONS FIND A COLLECTION »

**Ad\*Access**  
John W. Hartman Center for Sales, Advertising, and Marketing History

Over 7,000 U.S. and Canadian advertisements covering five product categories - Beauty and Hygiene, Radio, Television, Transportation, and World War II propaganda - dated between 1911 and 1955. [Read More »](#)

in **This Collection** Advanced ▾

**OUR GOVERNMENT Says: DON'T WASTE FOOD**  
Visking Corporation

**Browse All (7,309)**  
About  
Copyright and Citation  
Frequently Asked Questions  
Research Guide  
Timeline

Research Help  
**John W. Hartman Center for Sales, Advertising & Marketing History**  
Ask a Question | 919-660-5827

Member Of  
Advertising

Company	Product	Date	Publication	Subject	Medium	Headline	Audience
Palmolive Company (242)	Union Pacific Railroad (100)	KLM Royal Dutch Airlines (65)					
Procter & Gamble Co. (234)	Magnavox Company (100)	Westinghouse Electric Corporation (63)					
American Airlines, Inc. (198)	Richard Hudnut (81)	Coty, Inc. (62)					
Zenith Radio Corporation (169)	National Airlines (81)	Elizabeth Arden (60)					
United Air Lines (143)	General Electric Company (77)	Yardley & Co., Ltd. (60)					
Trans World Airline (139)	Trans World Airlines (76)	Tampax Inc. (59)					
Lever Brothers Company (137)	Northwest Airlines (70)	New York Central System (59)					
Allen B. DuMont Laboratories, Inc. (125)	Modess (68)	Pullman Company (55)					
Greyhound (118)	Admiral Corporation (68)	<a href="#">MORE »</a>					

## More reasons why

### THE NEW WESTINGHOUSE RADIO \* PHONOGRAPH

will be the finest you can own!

**TONE SO NATURAL AND TRUE, YOU SEEM TO BE THERE!**  
Many Westinghouse radio sets will contain FM, products of Westinghouse research for many years. Westinghouse FM reproduction programs with broadcast quality realism that even the finest conventional radio cannot give you.

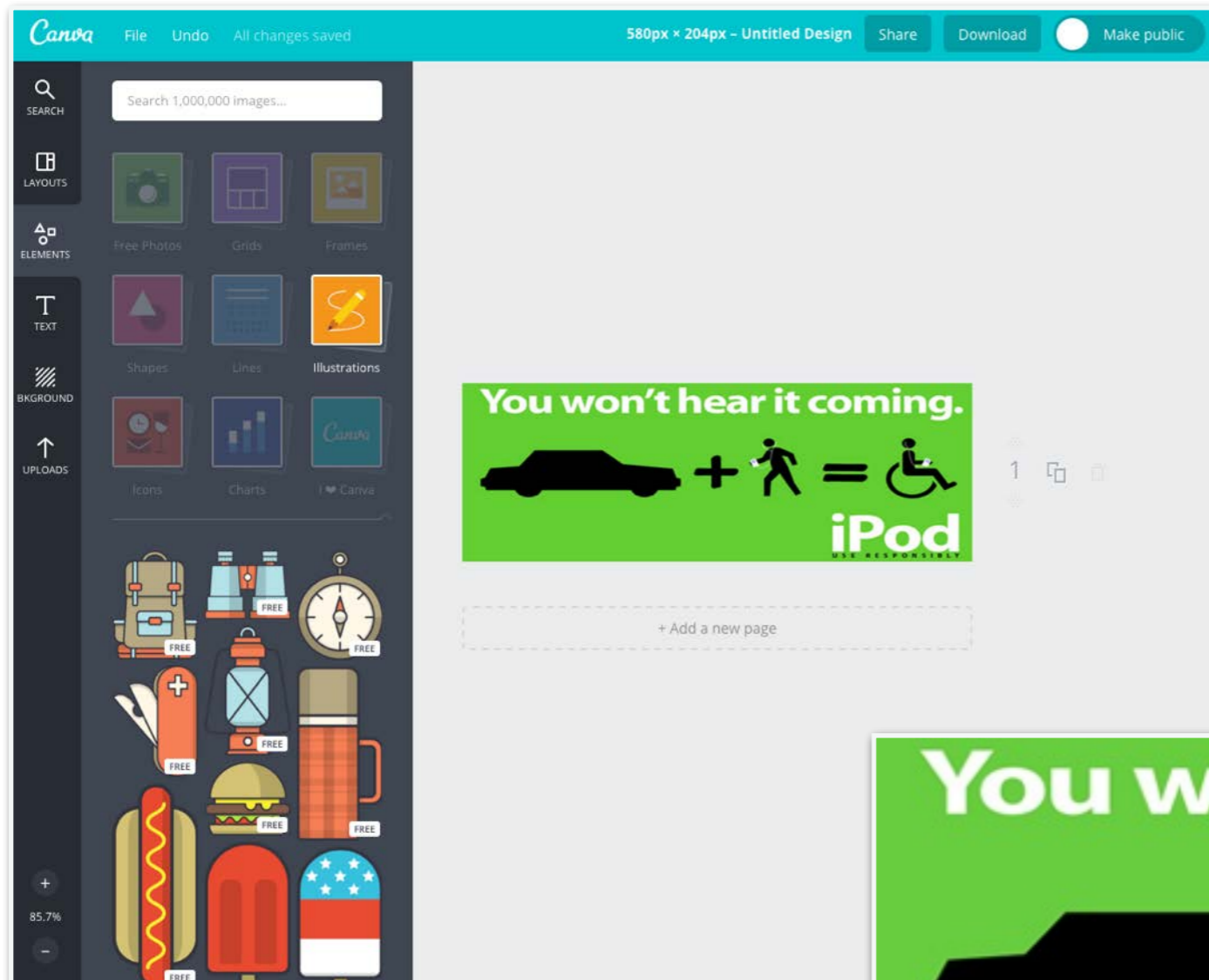
**SIX TIMES THE RECORD STORAGE SPACE IN THE SAME SIZE CABINET!**  
Compact Westinghouse radio-phonograph with its unique storage arrangement for six records in the same size cabinet as previous models of the same size.

**AN AUTOMATIC RECORD CHANGER THAT WORKS... AND KEEPS ON WORKING!**  
Every Westinghouse radio-phonograph will have a new automatic record changer that will stay in adjustment. The leather-weight tone arm will glide over your records preserving their life and purity of tone.

**Westinghouse**  
RADIO \* TELEVISION

TUNE IN: John Charles Thomas, Sun., 5:30 EWT, N.B.C. • Ted Striker, Mon., Thurs., Wed., 8:00 P.M. EWT, Blue Network

# Advertisement: Canva



# Quick scaffolding sample

# Prompt

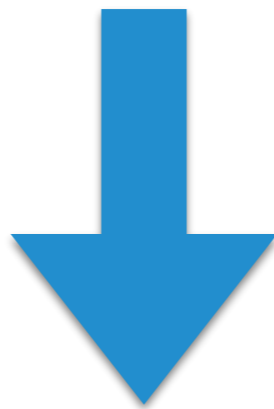
**Ask students a question.**



***What do you know about ants?***

# Essential Question

**Present a mystery for students to solve.**



*How does an ant carry 50 times its body weight? Can you?*



# Activator

**Ask students to  
draw what they know.**



*Can you draw how you think ants carry things?  
How do you carry things?*

# Research / Info Literacy

**Give students time to  
research the mystery.**



*Can you find the answer  
and bring it back to class?*

# New knowledge

**Ask students to draw the  
mystery and solution again.**



*Can you draw that for me?*

# Explain / Summarize

**Ask students to share their drawings with other students.**



*Can you explain your drawing to each other?*

# Collaborate / Create

**Ask students to pull all their ideas into one drawing.**



*Can you use all your ideas to solve the mystery?*

# Question / Extend / Reflect

**Teacher asks  
“what if” questions.**



*How would an ant carry an apple on my desk?  
How would you do it differently? Why?*

# Definitions

## Activators

Techniques to activate students' prior knowledge through the use of engaging strategies designed to **focus learning**

## Summarizers

Activities to promote the retention of knowledge through the use of engaging strategies designed to rehearse and practice skills for the purpose of **moving knowledge into long-term memory**

# Learning process



**focus learning**



**moving knowledge into long-term memory**



# Thank you!

*Support page*

<http://bit.ly/schrockiste16>

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