





# EMPOWERING STUDENT VOICE

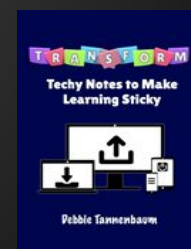
## Using Technology Tools To Make Your ALL Students' Thinking Visible

La Nouvelle Orleans Ballroom  
Debbie Tannenbaum-  
@TannenbaumTech  
<https://bit.ly/ISTEEmpower>



## About Me

- ★ An veteran elementary school educator
- ★ Tech coach at an elementary school in Virginia
- ★ Blogger on TannenbaumTech since February 2019
- ★ @TannenbaumTech    
- ★ Author of TRANSFORM- Techy Notes to Make Learning Sticky and contributing author for Amplifying Instructional Design



"Empowering is about ownership and agency. Providing opportunities for voice and choice in learning experiences is how we create learning experiences that empower learners."



Innovate Inside The Box

## EMPOWER Student Voice and DEMONSTRATE FUTURE READY SKILLS for Students

They share their ideas about being caring and responsible citizens



Citizenship Skills

They get the chance to see things from other people's points of view.



Collaboration Skills



Communication Skills

They have to make a plan to share their thinking and what they learned.



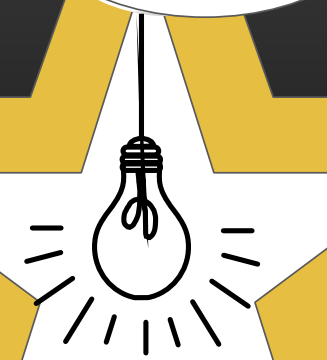
Critical Thinking Skills

They use information from other sources to form their own ideas and can say why an idea is a good one.



Creative Thinking Skills

They use their voices to try new things and take risks to show their creative side.



# Universal Design for Learning


*Design learning experiences that meet the needs of ALL learners*

Provide multiple means of  
**Engagement**




Affective Networks  
The "WHY" of Learning

Provide multiple means of  
**Representation**



Recognition Networks  
The "WHAT" of Learning

Provide multiple means of  
**Action & Expression**



Strategic Networks  
The "HOW" of Learning

<https://udlguidelines.cast.org/>


## EMPOWERING STUDENT VOICE



**Wixie**



**Padlet**



**Choice Boards**



**Flipgrid**



**Pear Deck**



**Hyperdocs**



**Mentimeter**

Which of these would you like to focus on most?

Select an answer percentage for each response. There are 4 options visible.

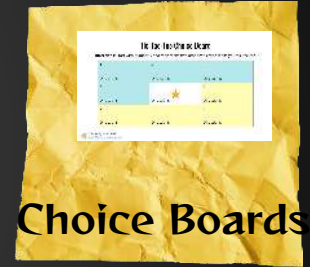
Top

Search questions

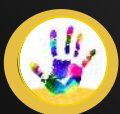
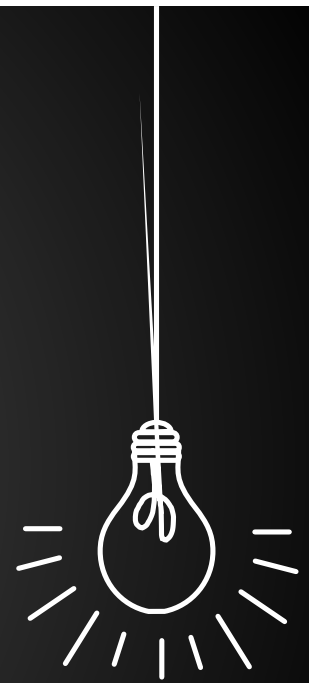
Submit



<https://www.menti.com/y3zrk1cdcd>

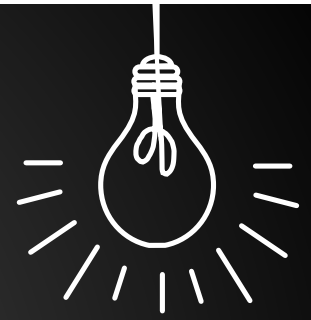


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# What is Wixie?




Wixie is a kid friendly creation tool.

<p>Provide multiple means of <b>Engagement</b></p> <p>Affective Networks The "WHY" of Learning</p> 	<p>Provide multiple means of <b>Representation</b></p> <p>Recognition Networks The "WHAT" of Learning</p> 	<p>Provide multiple means of <b>Action &amp; Expression</b></p> <p>Strategic Networks The "HOW" of Learning</p> 
 <p>Optimize individual choice and autonomy</p>	<p>Open to Instructions </p> <p>Instructions play using text-to-speech. You can also record your instructions.</p> <p> Record</p> <p>Offer alternatives for visual information and illustrate through multiple media</p>	 <p>Use multiple means for communication and vary methods for response and navigation</p>

# First Grade Forces Lesson

<p><b>1-</b></p> 	<p><b>2-</b></p> 	<p><b>3-</b></p> 	<p><b>4-</b></p> 
--	--	---	--

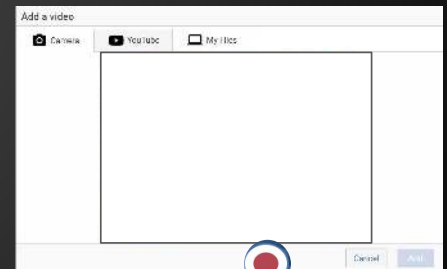
Read the PebbleGo article and then draw a picture of a force acting on an object



# First Grade Forces Lesson



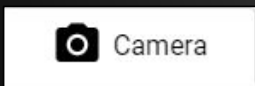
Now Wixie, has a Video Recording feature.

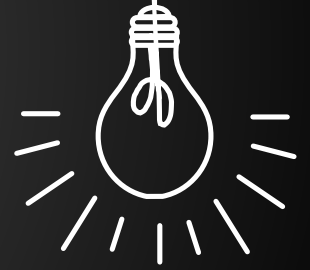


# Creating a Podcast



Elliot's fishing podcast!!  
Fishing in the Potomac.













# Flipgrid



# What is Flipgrid?



Flipgrid is an engaging cloud-based video discussion platform.

<p>Provide multiple means of <b>Engagement</b></p> <p>Affective Networks The "WHY" of Learning</p> 	<p>Provide multiple means of <b>Representation</b></p> <p>Recognition Networks The "WHAT" of Learning</p> 	<p>Provide multiple means of <b>Action &amp; Expression</b></p> <p>Strategic Networks The "HOW" of Learning</p> 
 <p>Optimize individual choice and autonomy</p>	<p>Immersive Reader</p> <p>Member view   </p> <p>Offer alternatives for visual and auditory information and promotes understanding across languages</p>	 <p>Use multiple means for communication and vary methods for response and navigation</p>



# Third Grade Digital Citizenship Pledges

- Find 

- Find 

- Type in your 

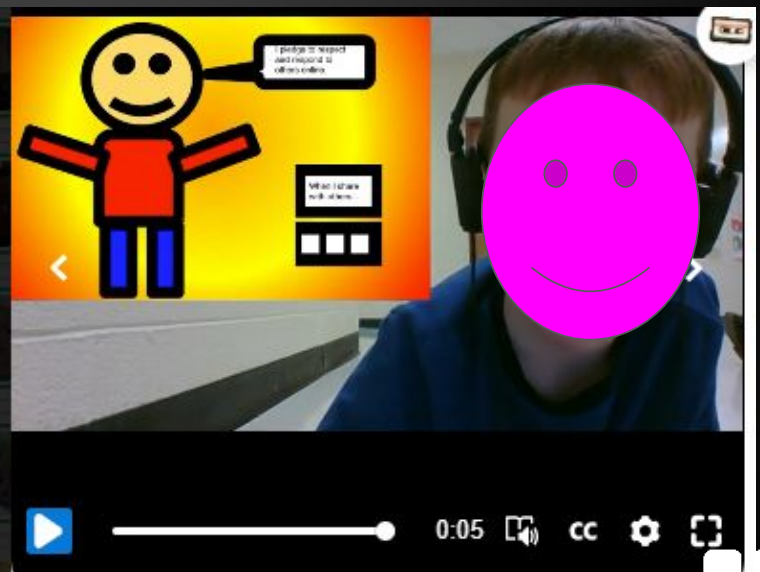
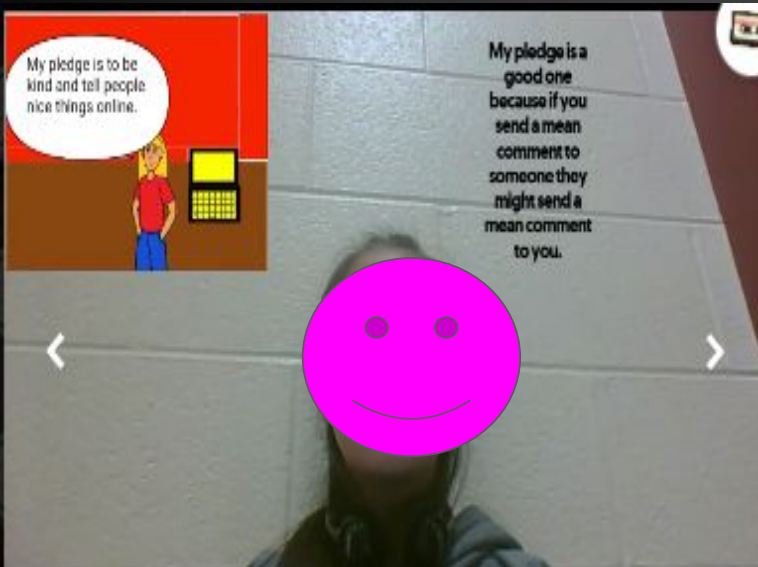
- Find **#004: Digital Citizenship Pledge Posters**

1. Today, you will have the choice of creating your own personal digital citizenship pledge using either Google Draw or Wixie.
2. After you finish, you will download your image as a jpeg (see Shorts video)
3. Next, you will click on the Flipgrid link (or Google Slides link, if you can't use Flipgrid)
4. Upload your graphic as a sticker.
5. Then using no more than 3 additional stickers and text, explain why your pledge is a good idea.

Add your digital citizenship pledge to this grid and then explain why your pledge idea is a good one.

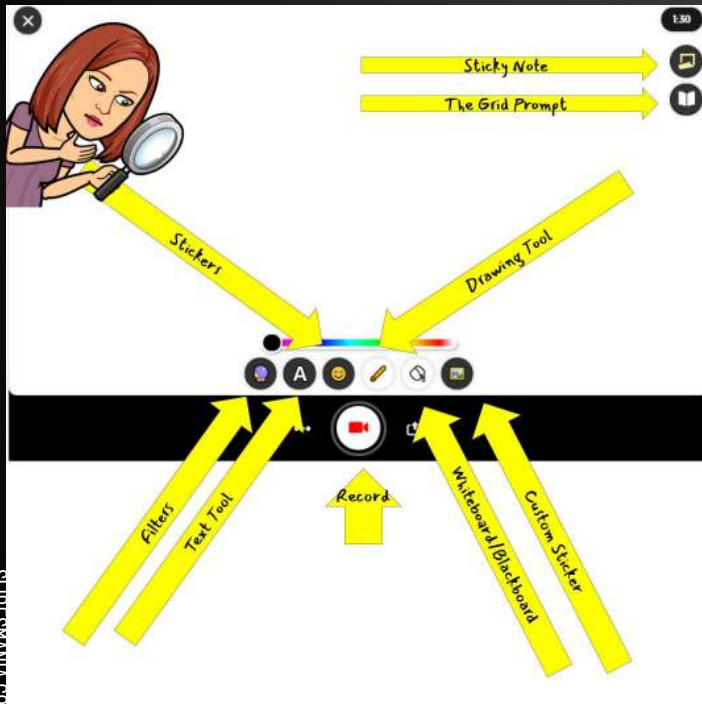
- When I share online with others, I pledge to...
- When I respond to others online, I pledge to...
- When I work online with others, I pledge to...
- When I play online with others, I pledge to...

# Third Grade Digital Citizenship Pledges





# Using the Shorts Camera on Flipgrid



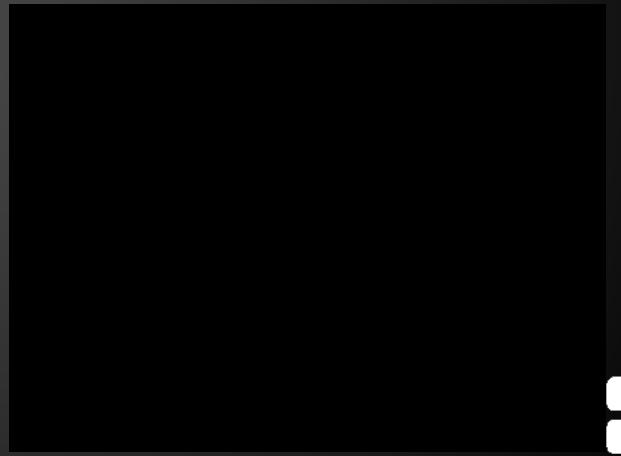

### PACKING FOR ALGEBRALAND

You are going on a trip to Algebraland with your family. You are flying with SouthEast Airlines, which allows a maximum of 50 pounds for checked luggage. So far you have packed 44.2 pounds of luggage.

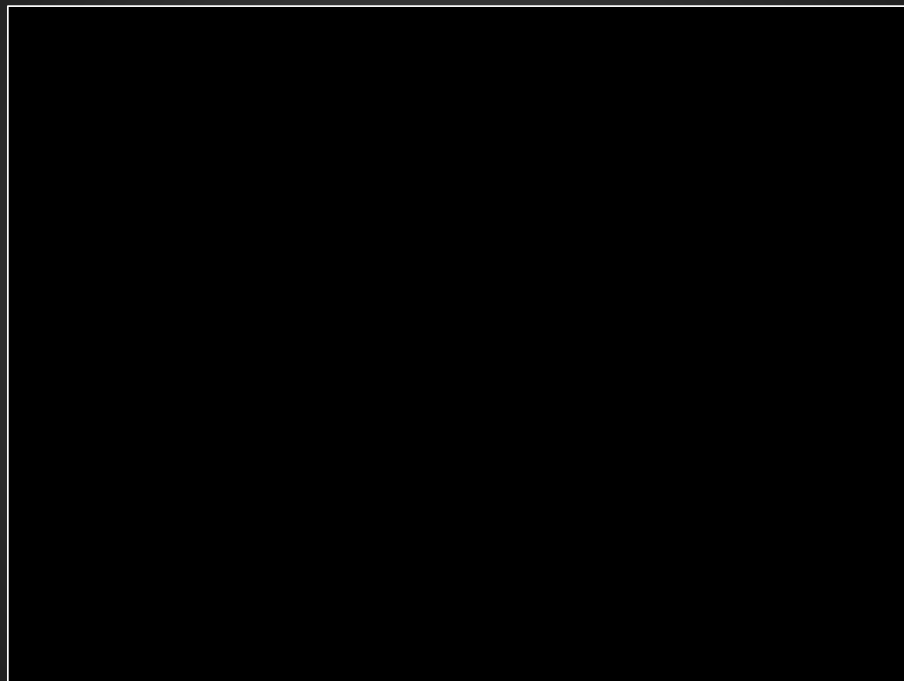
1. If you are going to pack one more item in your suitcase, what is the range of weight for that item and which items below fit that criteria? Explain your reasoning.

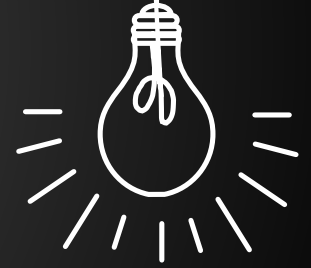
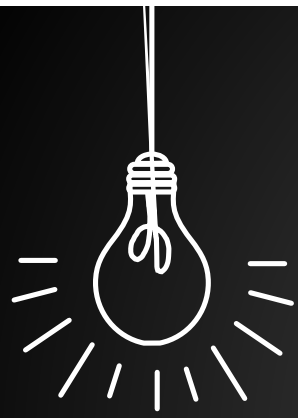
Extra clothes totaling 6.4 lbs	Speakers that weigh 3.2 lbs	Sporting equipment that weighs 5.8 lbs

2. Write and solve an inequality to explain your answer above. Graph your solution on the number line to represent all possible solutions.
3. Share your thinking on the Flipgrid.



# Creating a Podcast









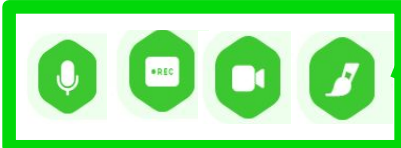



# Padlet



# What is Padlet?



Padlet is an virtual wall where students can post ideas.

<p><b>Provide multiple means of Engagement</b></p> <p>Affective Networks The "WHY" of Learning</p> 	<p><b>Provide multiple means of Representation</b></p> <p>Recognition Networks The "WHAT" of Learning</p> 	<p><b>Provide multiple means of Action &amp; Expression</b></p> <p>Strategic Networks The "HOW" of Learning</p> 
 		 
<p>Optimize individual choice and autonomy</p>	<p>Offers ways of customizing display of information</p>	<p>Vary methods for response and navigation</p>



# See, Think, Wonder on Padlet's Shelf

padlet

Debra Tannenbaum • 166 • 4mo

## See, Think, Wonder

Egyptian exhibit

### What do you SEE when you look at your artifact?

**Owen!**  
this blue thing that looks like an old rusty trumpet that was covered with brown freckles. I know, weird right?

**sphinx. by Gresham**  
1 I saw a mans head on a lions body 2 it was in egypt 3 it was made of stone.

**Stella**  
I see a stone statue man or a king I see some symbols on the man's soldiers the man has some special hat

**Kallin**  
amulet of a falcon

### What do you THINK is the story of this artifact?

**Maximus**  
in ancient times some Egyptians had to make a fast shelter so they built this. it had to be their leading to the kings chamber so they built it. they built it so it looks pretty.

**Owen!**  
an ancient thing that someone found on the ground a long time ago. like probably about 10,000 b.c!

**sphinx**  
I thought ancient people made it thousands of years ago. I thought it took a few months to make. 3. It was made to honor a pharaoh.

**Ryan**

### What do you WONDER about this artifact?

**Maximus**  
why is there no people? why is there no walls? why is there no wildlife


**sphinx by Gresham**  
who made it? When was it made. where was it made.

**Ryan**  
Who drew the pictures on the wall Why is some of the floor not there Why did they draw those drawings

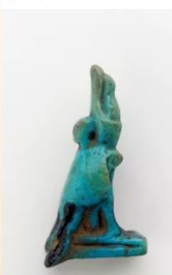
**Owen!**  
I wonder who made it? I wonder where it was made? I wonder where it was found?

### Here is a picture of my artifact.

**Chris Chong**



**george**



**Anonymous Sino**

**Ryan**

I see writing on the wall  
I see drawings on the wall  
I see that it was an ancient drawing

**Anonymous Sino**

**Stella**

I think people made the statue to respect the king or man.  
I think people carved humans that makes people know what language they speak  
I think it was made more than 55 million centuries ago!

**Anonymous Sino**

**Kallin**

it looks like it got digged up  
it got sand on it  
it looks like it's rare

**Anonymous Sino**

**Michaello's sphinx**

I see a Egyptian face, a animal body, and a stone thing holding the sphinx

**Anonymous Sino**

**Addyson**

- I see a sunset/sunrise by some pyramids.
- The pyramids look black from the view and the sky is a mix of warm orange colors.
- It looks like a pattern of zig zags of black and warm shades of orange.

**Anonymous Sino**

**Kallin**

Who made the tomb?  
Where did they make it?  
What year did make it?  
How long did it take to make it?


**Anonymous Sino**

**Mikyas**

Who made the tomb?  
Where did they make it?  
What year did make it?  
How long did it take to make it?

**Anonymous Sino**

**Ryan**



**Anonymous Sino**

**Mikyas**

Who made the tomb?  
Where did they make it?  
What year did make it?  
How long did it take to make it?

**Anonymous Sino**

**Michaello's sphinx**

I think the sphinx was built by the Egyptians. I think it has to represent a Egyptian. I think they couldn't build the Egyptians body so they built a animal body instead

**Anonymous Sino**

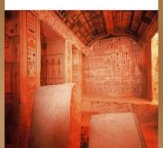
**why is it there & what is it youse**

**Anonymous Sino**

**why is it there who made it what is it used for & is it made for someone specifice**  
(Liam)


**Anonymous Sino**

**Abem**





**Anonymous Sino**

**Emily D.**



# Headlines using the Stream feature

Explore	Your Task
<p><u><i>Our Driving Question:</i></u> <i>How can you, as an environmentalist, create a website that enlightens others about the impacts of plastic on the complex systems within our planet's oceans?</i></p>	<p>1. On your own, click  to watch <b>2</b> videos to build your background knowledge.</p> <p>2. As a team, post a <b>headline</b> about these videos on the attached </p>

Harrison, Mariam, Sebastian, Hayden, Ariel

Save Ocean Lives. Think about the animals.



# Headlines using the Stream feature

padlet  
Debra Tammenbaum • 12 • 7hr

## Headlines for Plastic Ocean

If your team was to write a headline for this topic right now that captured the most important aspect that should be remembered, what would that headline be?

- Harrison, Mariam, Sebastian, Hayden, Ariel**  
Save Ocean Lives. Think about the animals.  
♥ 12
- Sam, John Henry, Camren, Elizabeth**  
Recycle, Reuse, Reduce  
Plastic is Dangerous if you did not know it poisons our water. It can also kill sea life. It is also very bad for humans it can lead to asthma, Cancer and other dangerous diseases.  
♥ 14
- Mobina, Noah, Harper, Ryan, Ju' Leah**  
Recycle plastics so they will be created into something new.  
♥ 15
- Paige, Laura, Barrett, Ignacio**  
Help save the world just by picking up, and recycling plastic. This can make a huge difference!  
♥ 16
- Emily, Maddy, Otis, Carlin, Malik**  
The Great Pacific Garbage Patch is a place in the middle of the Pacific Ocean which is made up of micro plastics. Its okay to use plastic, just as long as we recycle it. It kills the organisms in the ocean, and nobody wants that. I think we should send the stuff we don't need into space!  
♥ 12



# Color, Symbol, Image using Padlet's Wall Feature

padlet  
Debra Tammenbaum • 12 • 2mo

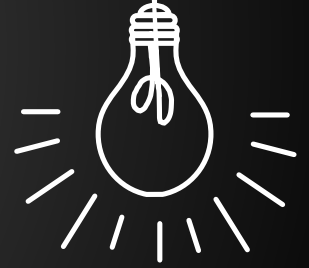
## How to Use Digital Images

Digital Citizenship in Mind

The wall features several student contributions, each with a title and three columns for digital image use:

- Zoe, Madison, Spencer, and Zara**: Includes icons for red, a crossed-out red circle, and Creative Commons (CC).
- Matthew, Leif and Derek**: Includes icons for a blue square, the Google logo, and a green checkmark.
- Leverya, Katelyn, Lucas, Elena**: Includes icons for a green checkmark, a pencil, and a red circle with a slash.
- Anna, Jackson, Sammy, Lucy**: Includes icons for a rainbow, a red circle with a slash, and a photo of a person.
- Addie, Kyia, Kyra**: Includes icons for a red circle with a slash, a red circle with a slash, and a green arrow.
- Alexis, Adam, Fahad**: Includes icons for a blue square, a white grid, and a keyboard.
- Nadia, Grace, Morgan**: Includes icons for a blue square, a blue speech bubble, and a yellow smiley face.
- Kaiyan, Josh and Gavin**: Includes icons for a red square, a black and white skull, and the 'sis' logo.
- Angelina, Abby, Chloe, and Tony**: Includes icons for a purple square, a photo of a person, and a cartoon character.
- Theo, Dominic, Brandon K.**: Includes icons for a red square, a red circle with a slash, and a purple square.
- Shannon, Nada, and Claire**: Includes icons for a yellow triangle with an exclamation mark, a red circle with a slash, and a photo of a person.
- Kobe, Thomas, Holden**: Includes icons for a rainbow, a black and white skull, and a photo of a person.








# Pear Deck



# What is Pear Deck?



Pear Deck takes any Google slides presentation and allows you to make it interactive using a variety of different slide types.

<p><b>Provide multiple means of Engagement</b></p> <p>Affective Networks The "WHY" of Learning</p> 	<p><b>Provide multiple means of Representation</b></p> <p>Recognition Networks The "WHAT" of Learning</p> 	<p><b>Provide multiple means of Action &amp; Expression</b></p> <p>Strategic Networks The "HOW" of Learning</p> 
<p>ASK STUDENTS A QUESTION Adds a question to your current slide:</p> <p>abc Text    Choice    123 Number    www Website</p> <p>Draw    Draggable</p> <p><b>Optimize individual choice and autonomy</b></p>	<p>Add Audio to Slide</p> <p>ADD AUDIO Record, upload, or listen to the audio file for your lesson:</p> <p>Immersive Reader Turn this on to allow students to use Immersive Reader for Slides in your Pear Deck Sessions.</p> <p><b>Offer alternatives for visual and auditory information and promotes understanding across languages</b></p>	<p>ASK STUDENTS A QUESTION Adds a question to your current slide:</p> <p>abc Text    Choice    123 Number    www Website</p> <p>Draw    Draggable</p> <p><b>Vary methods for response and navigation</b></p>



# Looking at Multiple Solutions

Kallie ran  $\frac{1}{2}$  mile in  $1\frac{1}{2}$  minutes.

At this rate, how long would it take her to run 1 mile?

For Kallie to run one mile, multiply  $1\frac{1}{2}$  by 5.  $1\frac{1}{2} \times 5 = 7.5$

5x2.5

$$1\frac{1}{2} \times 5$$

$$1 \times 5 = 5$$

$$\frac{1}{2} \times 5 = 2.5$$



# Looking at Multiple Solutions

Kallie ran  $\frac{1}{2}$  mile in  $1\frac{1}{2}$  minutes.

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For Kallie to run one mile, multiply  $1\frac{1}{2}$  by 5.  $1\frac{1}{2} \times 5 = 7.5$

5x2.5

$$1\frac{1}{2} \times 5$$

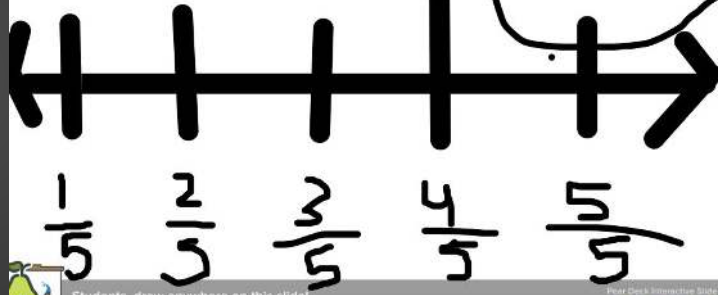
$$1 \times 5 = 5$$

$$\frac{1}{2} \times 5 = 2.5$$

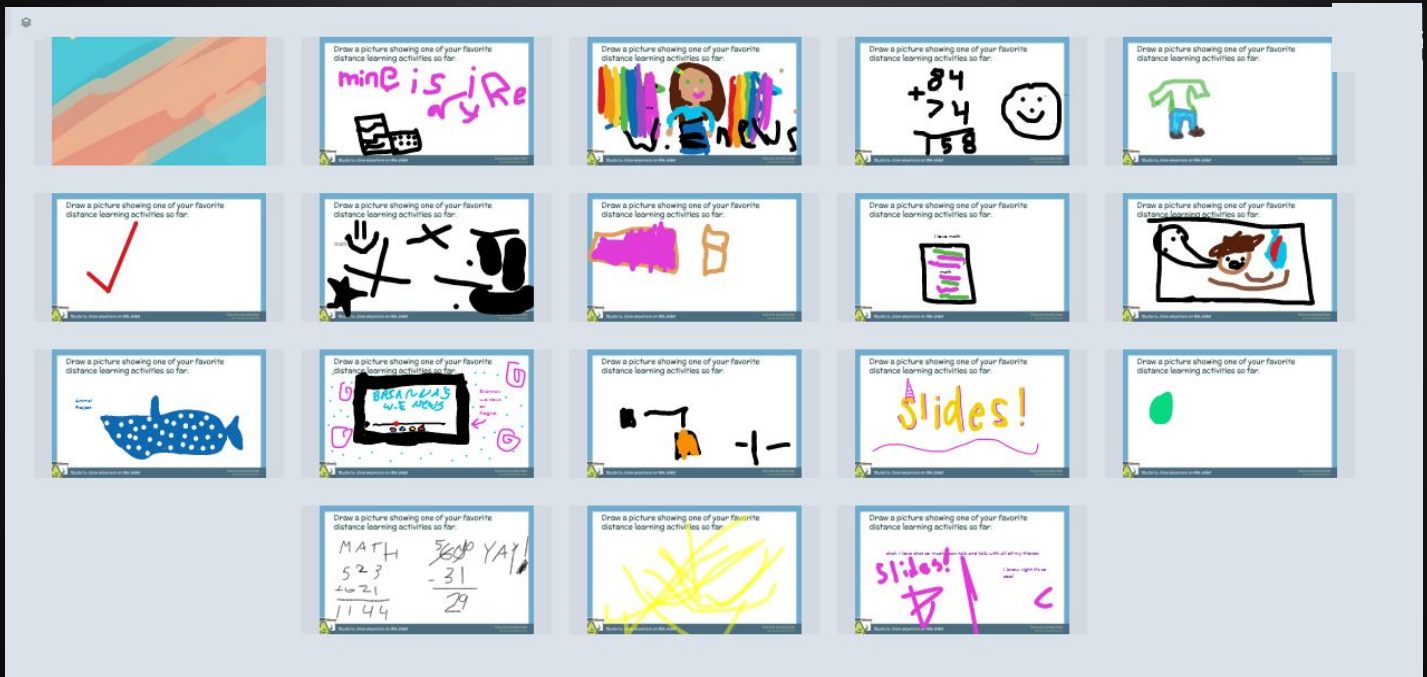
Kallie ran  $\frac{1}{2}$  mile in  $1\frac{1}{2}$  minutes.

At this rate, how long would it take her to run 1 mile?

7.5



# Carousel Sharing



# Carousel Sharing

Because I like to conduct research and I feel like I can help people study better.

I chose that activity because I really like writing and doing math. I also really loved finding my resources for my research project and I am very interested in my topic for the research project.

I chose the computer because it is my favorite way to learn.

because I didn't know what else do draw

I like how the Cells Hyperdoc allows me to explore information at my own pace.

I do not really have a favorite thing. Maybe SEP

because i like doing math and i find it calming same goes for when i read

because it is fun



# Sharing Why?

Describe what's happening in this image.



static electricity is being formed by the balloon.

Static Electricity.

static electricity being rubbed against hair to form static electricity

static electricity her hair is getting stuck to the balloons!

Static electricity is pulling her hair to the balloon.

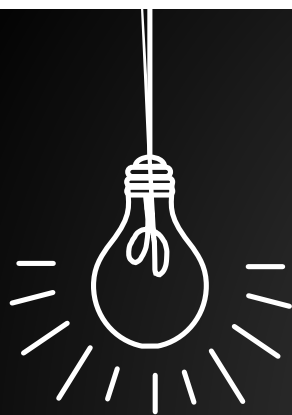
her hair is getting static from the balloons.

A little girl has two balloons stuck to her hair which is called static electricity.

static electricity by the balloon rubbing against the girls hair.

static electricity the negative is moving from 1 place to another.

static electricity. She has electrons jumping from her head to the balloon.



## Tic-Tac-Toe Choice Board

Directions: Start with number 5 and then make two other choices to make your tic-tac-toe.

1. Directions	2. Directions	3. Directions
4. Directions	5. ★ Directions	6. Directions
7. Directions	8. Directions	9. Directions

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# Choice Boards





# What are Choice Boards?



Choice boards, such as a Tic Tac Toe board, allow students to choose different ways to learn and share their learning about a concept.

<p><b>Provide multiple means of Engagement</b></p> <p>Affective Networks The "WHY" of Learning</p>	<p><b>Provide multiple means of Representation</b></p> <p>Recognition Networks The "WHAT" of Learning</p>	<p><b>Provide multiple means of Action &amp; Expression</b></p> <p>Strategic Networks The "HOW" of Learning</p>
<p><b>Optimize individual choice and autonomy</b></p>	<p><b>Illustrate through multiple media</b></p>	<p><b>Support planning and strategy development</b></p>

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### Tic-Tac-Toe Choice Menu- Ancient Egypt

**Directions:**  
Start with the **middle square** and then make two other choices to make your tic-tac-toe.

<p>1. Watch this <b>VIDEO</b> to learn about Ancient Egypt treasures.</p> <p>Share 3 things you learned on the <a href="#">attached Flipgrid</a> and why the ideas you shared were important.</p>	<p>2. <b>READ</b> this book on MyOn to learn more about Ancient Egypt contributions.</p> <p>Share 3 things you learned on the <a href="#">attached Flipgrid</a> and why the ideas you shared were important.</p>	<p>3. <b>READ</b> this book about Ancient Egypt.</p> <p>Share what you learned on the <a href="#">attached Flipgrid</a> and why the ideas you shared were important.</p>
<p>4. Watch this <b>VIDEO</b> to learn about Ancient Egypt.</p> <p>Share 3 things you learned on the <a href="#">attached Flipgrid</a>. Share why the ideas you shared were important.</p>	<p><b>5. START HERE!</b> Go to the <a href="#">Smithsonian Learning Lab</a> and view the Ancient Egypt collection.</p> <ol style="list-style-type: none"> <li>After viewing the collection, select one artifact to add to the <a href="#">Padlet</a></li> <li>Save the image and then share what you <b>see, think and wonder</b> about your artifact</li> </ol>	<p>6. <b>Be an inventor: Hieroglyphics</b> Pretend that you have created <b>hieroglyphics</b>.</p> <ul style="list-style-type: none"> <li>Click on the <a href="#">link</a> attached on p.20-21</li> <li>Make a copy of the <a href="#">template</a> attached to share what you learned about your invention.</li> </ul>
<p>7. <b>Be an inventor: Clock</b> Pretend that you have created the <b>clock</b></p> <ul style="list-style-type: none"> <li>Click on the <a href="#">link</a> attached on p.16-17</li> <li>Make a copy of the <a href="#">template</a> attached to share what you learned about your invention.</li> </ul>	<p>8. <b>Be an inventor: Egyptian Calendar</b> Pretend that you have created the <b>Egyptian Calendar</b>,</p> <ul style="list-style-type: none"> <li>Click on the <a href="#">link</a> attached on p.14-15</li> <li>Make a copy of the <a href="#">template</a> attached to share what you learned about your invention.</li> </ul>	<p>9. <b>Be an inventor: Pyramids</b> Pretend that you have created <b>pyramids</b>.</p> <ul style="list-style-type: none"> <li>Click on the <a href="#">link</a> attached on p.8-9.</li> <li>Make a copy of the <a href="#">template</a> attached to share what you learned about your invention.</li> </ul>

Modified by D. Tannenbaum- Original by Kasey Bell

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### Tic-Tac-Toe Choice Menu: Famous Americans Monuments

**Directions:**  
Start with **number 5** and then make two other choices to make your tic-tac-toe.

<p>1 Use <a href="#">Flipgrid</a> to share your answers to your 3 research questions.</p>	<p>2 Use <a href="#">Chatterpix</a> to share your answer to your 3 research questions.</p>	<p>3 Use the <a href="#">Wixie</a> trading card template to share the answer to your 3 research questions.</p>
<p>4 Use <a href="#">Puppet Pals</a> to share your answers to your 3 research questions.</p>	<p>5 Review <a href="#">Design Your Own Monument</a> and then answer your 3 research questions for your blue boxes:</p> <ul style="list-style-type: none"> <li>What makes your Famous American so important?</li> <li>Why did you choose this Famous American?</li> <li>What message do you want people to think of when they see your monument?</li> </ul>	<p>6 <b>Create a Monument: Minecraft style</b> Use <a href="#">Tinkercad</a> and create a model for your famous American using the Minecraft style.</p>
<p>7 <b>Create a Monument: Lego style</b> Use <a href="#">Tinkercad</a> and create a model for your famous American using the Minecraft style.</p>	<p>8 <b>Create a Monument: Basic Tinkercad</b> Use <a href="#">Tinkercad</a> and create a model for your famous American using the Minecraft style.</p>	<p>9 <b>Create a Monument: Basic Tinkercad</b> Use <a href="#">Tinkercad</a> and create a model for your famous American using the Minecraft style.</p>

Created by D. Tannenbaum and modified from Kasey Bell









## Tic-Tac-Toe Choice Menu: Reading Connect and Reflect

### Directions:

Start with number 5 and then make two other choices to make your tic-tac-toe.

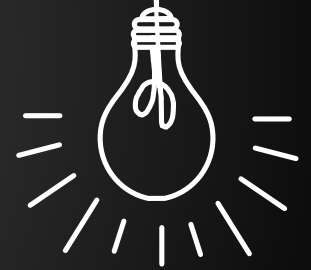
<p><b>1</b> Take a snapshot of one page of your book and create a <b>booksnap</b> sharing your thinking and connections to this excerpt from the text.</p> 	<p><b>2</b> Write an email to your author that describes your opinion of the book and supports your opinion with evidence from the text.</p>	<p><b>3</b> Write a diary from the point of view of one of the story's main characters that they would have written before, during, or after the book's events. Remember that the character's thoughts and feelings are very important in a diary.</p>
<p><b>4</b> Create at least 2 <b>instagram</b> posts about your book. Make sure your pictures match the book and your description explains why you chose your pictures.</p> 	<p><b>5</b> Write a <b>one-paragraph summary</b> of your book, and share on a slide in our <a href="#">collaborative slide deck</a>. Add an image of the book cover and links to your other two projects.</p> 	<p><b>6</b> If this novel had a <b>soundtrack</b>, what would it be? Create a playlist of at least 5 songs that would make a great soundtrack. Explain each of your choices in a Google Doc and why you chose them.</p>
<p><b>7</b> Write an <b>interview</b>: Choose 5 questions about the book to ask the main character if you were to meet. Then, create answers for them based on what you know about them from the story.</p>	<p><b>8</b> Create a <b>Flipgrid</b> to give a review of your book. Make sure to give it a rating from 1 to 10 and explain why using evidence from the text.</p> 	<p><b>9</b> <b>Tweet that!</b> Write an imaginary <b>Twitter</b> conversation between yourself and the main character. Don't forget to include some unique hashtags.</p>

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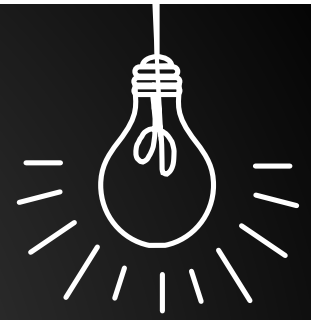


# HyperDocs




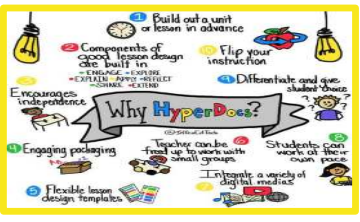
# Hyperdocs



# What are Hyperdocs?



Hyperdocs are an interactive learning framework that engages learners with content supported by the 4 Cs of Collaboration, Communication, Critical Thinking, and Creativity

<p><b>Provide multiple means of Engagement</b></p> <p>Affective Networks The "WHY" of Learning</p> 	<p><b>Provide multiple means of Representation</b></p> <p>Recognition Networks The "WHAT" of Learning</p> 	<p><b>Provide multiple means of Action &amp; Expression</b></p> <p>Strategic Networks The "HOW" of Learning</p> 										
 <p><b>Optimize individual choice and autonomy</b></p>	<p>Allow for students to collaborate with one another through links embedded in the doc and or through sharing before, during or after.</p> <p>Something is created either within the doc or through a link embedded in the doc. Students really "show what they know".</p> <p>A key piece of a quality HyperDoc assignment is that students reflect upon their learning and engage in a process that allows for students to apply what they have learned.</p> <p>Students connect what they have learned to other subject areas, topics, and even the apply what they have learned to the real world.</p> <p><b>Maximize transfer and generalization</b></p>	<p><b>How-to Create a HyperDoc: 5 Steps</b></p> <table border="1"> <tr> <td><b>#1 OBJECTIVES</b></td> <td> <ul style="list-style-type: none"> <li>1. Define what you want students to know, understand, and be able to do.</li> <li>2. Determine what you want students to be able to do.</li> <li>3. Determine what you want students to be able to do.</li> </ul> </td> </tr> <tr> <td><b>#2 CYCLE OF LEARNING</b></td> <td> <ul style="list-style-type: none"> <li>1. Engage students</li> <li>2. Activate prior knowledge</li> <li>3. Present new information</li> <li>4. Practice and apply</li> </ul> </td> </tr> <tr> <td><b>#3 PACKAGING</b></td> <td> <ul style="list-style-type: none"> <li>1. Determine what you want students to know, understand, and be able to do.</li> <li>2. Determine what you want students to be able to do.</li> <li>3. Determine what you want students to be able to do.</li> </ul> </td> </tr> <tr> <td><b>#4 WORKFLOW</b></td> <td> <ul style="list-style-type: none"> <li>1. Determine what you want students to know, understand, and be able to do.</li> <li>2. Determine what you want students to be able to do.</li> <li>3. Determine what you want students to be able to do.</li> </ul> </td> </tr> <tr> <td><b>#5 DESIGN</b></td> <td> <ul style="list-style-type: none"> <li>1. Determine what you want students to know, understand, and be able to do.</li> <li>2. Determine what you want students to be able to do.</li> <li>3. Determine what you want students to be able to do.</li> </ul> </td> </tr> </table> <p><b>Support planning and strategy development</b></p>	<b>#1 OBJECTIVES</b>	<ul style="list-style-type: none"> <li>1. Define what you want students to know, understand, and be able to do.</li> <li>2. Determine what you want students to be able to do.</li> <li>3. Determine what you want students to be able to do.</li> </ul>	<b>#2 CYCLE OF LEARNING</b>	<ul style="list-style-type: none"> <li>1. Engage students</li> <li>2. Activate prior knowledge</li> <li>3. Present new information</li> <li>4. Practice and apply</li> </ul>	<b>#3 PACKAGING</b>	<ul style="list-style-type: none"> <li>1. Determine what you want students to know, understand, and be able to do.</li> <li>2. Determine what you want students to be able to do.</li> <li>3. Determine what you want students to be able to do.</li> </ul>	<b>#4 WORKFLOW</b>	<ul style="list-style-type: none"> <li>1. Determine what you want students to know, understand, and be able to do.</li> <li>2. Determine what you want students to be able to do.</li> <li>3. Determine what you want students to be able to do.</li> </ul>	<b>#5 DESIGN</b>	<ul style="list-style-type: none"> <li>1. Determine what you want students to know, understand, and be able to do.</li> <li>2. Determine what you want students to be able to do.</li> <li>3. Determine what you want students to be able to do.</li> </ul>
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# Consider Making a Hyperdoc

HyperDocs are SO much more than just a doc with hyperlinks!

HyperDocs	A Doc with Hyperlinks
Allow for students to collaborate with one another through links embedded in the doc and or through sharing before, during or after.	Students click on links to get to a specific site.
Something is created either within the doc or through a link embedded in the doc. Students really "show what they know".	No opportunity for students to create within the doc.
A key piece of a quality HyperDoc assignment is that students reflect upon their learning and engage in a process that allows for students to apply what they have learned.	Students are consuming information through the sites they are linked to.
Students connect what they have learned to other subject areas, topics, and even the apply what they have learned to the real world.	No student connection or extensions in an explicit way. May provide links to games or activities

Image Created by Karly Moura @KarlyMoura  
HyperDocs are created by Lisa Highfill, Kelly Hilton and Sarah Landis



# Consider Making a Hyperdoc

How-to Create a HyperDoc: 5 Steps	
#1 OBJECTIVES	Grade Level? Content Area(s)? Length of Lesson? Specific Objective? Desired Outcome (explore, apply, create, assess)?
#2 CYCLE OF LEARNING	What specific steps will students follow? 1. Explore-Explain-Apply 2. Workshop Model 3. 5 E's Model 4. "HyperDoc Model" See templates <a href="#">here!</a>
#3 PACKAGING	1. What <b>Google App</b> can I use to package this lesson? (Docs, Slides, Maps, Sites) 2. Why?
#4 WORKFLOW	How will I... <ul style="list-style-type: none"> <li>Push out content?</li> <li>Collect work?</li> <li>Provide feedback?</li> </ul>
#5 DESIGN	Be thinking, "How can I make this content engaging?" <ul style="list-style-type: none"> <li>Page color</li> <li>Fonts</li> <li>Table properties, merge cells</li> <li>Images</li> <li>Space to jot thinking</li> <li>Customize links</li> </ul>



# Consider Making a Hyperdoc

## A Plastic Ocean

Grade 5 PBL- Quarter 2

Explore
Explain
Apply

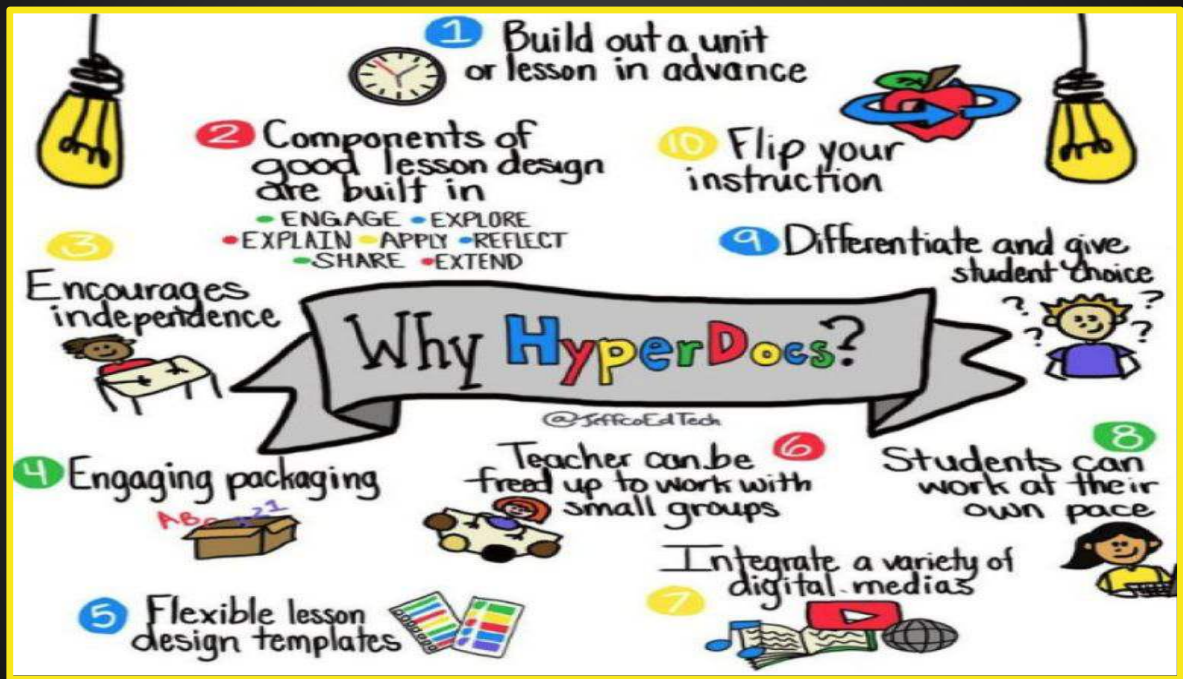
Explore	Your Task
<p><i><b>Our Driving Question:</b> How can you, as an environmentalist, create a website that enlightens others about the impacts of plastic on the complex systems within our planet's oceans?</i></p>	<ol style="list-style-type: none"> <li>On your own, click to watch <b>2</b> videos to build your background knowledge.</li> <li>As a team, post a <b>headline</b> about these videos on the attached</li> </ol>

Explain	Your Task
<p>To complete this project, you will need to know and analyze the following</p> <ul style="list-style-type: none"> <li>The effect of plastic on ocean floor features and other non-living features in the ocean floor</li> <li>The effect of plastic on organisms and webs in the ocean's ecosystem,</li> <li>The effect of plastic in movement of ocean waters (currents, waves, and tides)</li> </ul>	<p>Use the following resources to gather notes for your project on your group's <a href="#">note taking slide deck</a>.</p> <ul style="list-style-type: none"> <li><a href="#">Humans Impact the Ocean</a></li> <li><a href="#">Pollution: Water Pollution</a></li> <li><a href="#">Ocean of Garbage</a></li> <li><a href="#">Pollution</a></li> <li><a href="#">Endangered Ocean</a></li> <li><a href="#">Earth's Last Frontier</a></li> <li><a href="#">Dive and Discover</a></li> <li><a href="#">NOAA</a></li> </ul>

Apply	Your Task
<p>Create a website that enlightens others about the impact of plastic on the complex systems of the oceans, including effects of plastic on:</p> <ul style="list-style-type: none"> <li>The ocean floor features and creatures that live there</li> <li>The organisms in the food webs that live there</li> <li>The movement of the ocean waters (waves, currents, tides)</li> </ul>	<p>Your website needs to include:</p> <ul style="list-style-type: none"> <li>No more than 5 pages</li> <li>At least one <b>video</b> made in another program besides Sites and embedded inside the site.</li> <li>At least one original <b>graphic</b> made in another program besides Sites embedded inside the site.</li> <li><b>Images</b> that support content</li> <li>A bibliography of sources used using <a href="#">EasyBib</a></li> <li>Shared access for Mrs. Tannenbaum</li> </ul>



# Consider Making a Hyperdoc



Thank  
You!

**Debbie Tannenbaum**

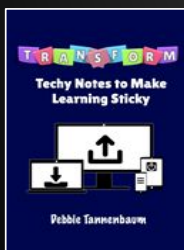
**School Based Technology Specialist in Virginia**

**[debbie@tannenbaumtech.com](mailto:debbie@tannenbaumtech.com)**

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**@TannenbaumTech**

**<https://bit.ly/ISTEEmpower>**



**[Empowering Student Voice Blog Post](#)**

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Confirm Purchase

Account Setup

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