

# ccdt

## collaborative curriculum design tool

### *Web site functionality and the learning community*

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**grade:**

**subject:** Web sites are teaching and learning tools

**description:** An exploration of the uses of school web sites as showcases of the teaching and learning accomplished in the school's community, as well as a tool to enhance teaching and learning there.

#### Throughlines

**1) School web sites serve multiple functions in a learning community :** TechBoston Academy's web site is a showcase of the teaching and learning accomplished in the school's community, as well as a tool to enhance teaching and learning there.

**2) Affordances emerge in innovation :** As different sections of the web site are developed, tested and critically evaluated, new affordances are revealed and positive ones are incorporated into the next design cycle. There is constant feedback from its users that requires a constant cycle of redesign. Any change in the design necessitates changes in any or all other parts of the system. In essence, the site is growing as the school grows, each one improving upon itself to better serve the needs of the collective TBA learning community. The different audiences viewing and participating in the web site bring complimentary, independent, and conflicting needs to the same sections of the web site. These varying expectations need to be met in the same medium.

#### Generative Topics

- 1) Student Center :** What are TBA students like?
- 2) Teaching & Learning :** In what ways do students learn at TBA? How are they taught? What standards are they expected to achieve?
- 3) Integrated Curriculum :** How do TBA teachers collaborate on learning activities across the curriculum?
- 4) Digital Portfolios :** How are students progressing academically from year to year?
- 5) Youth Media :** How do TBA students express themselves through a variety of digital media both in and out of the classroom?
- 6) Real World Learning :** How are TBA students applying their academic lessons to real world scenarios?
- 7) Classes at TBA :** What are the classes offered at TBA?

#### Unit Level Understanding Goals

<b>Students learn from and about each other:</b>	<b>Teachers recognise that the web site adds value</b>	<b>Educators are curious about teaching</b>	<b>Administration recognises the value of the web site as a marketing</b>	<b>Students raise the quality of the work that will be</b>	<b>School awareness and pride increases.:</b>	<b>Community members are impressed with TBA students:</b>	<b>Parents gain access to their child's</b>
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	<b>to their classroom activities:</b>	<b>and learning at TBA:</b>	<b>tool.:</b>	<b>posted onto the site.:</b>		<b>academic progress:</b>	
	Students will understand where they can find examples of other student's work/projects in order to help generate their own ideas and provide benchmarks for their own work. Students find out about each other's interests, talents, and thoughts by viewing postings of their work online.	Teachers can incorporate the web site into their curriculum by bulding learning activities and projects around interacting with the web site.	Educators outside TBA are able to see examples of best practices and successful projects using technology in the classroom, and contact teachers directly with questions or requests for visits.	Students make web safe and web ready, high quality pieces of work for posting onto the site. Their pieces, regardless of the media used, are judged by media-specific rubrics OR by a universal rubric for postings onto the web site. (later phase) For example, an essay is judged by the English teacher's rubric, whereas a web site is judged by the web development rubric.	A greater sense of school pride is achieved with the addition of a world wide public presence.	Community members view TBA students as technically capable, academically advanced, service-oriented, and dependable young adults capable of employment, continuing education, and service opportunities outside of the classroom.	Parents can access their child's class grades and assignments by checking the class web sites. (private)
(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)

**Unit Level Understanding Goals**

**Understanding Performances**

**Ongoing Assessment**

**Performance 1 : Students submit work in the newspaper:** Students produce articles and images to post onto the newspaper.

**Performance 2 : Teachers build learning activities around the web site:** Teachers encourage students to heighten the quality of their work with the goal of posting it live onto the web site. Teachers build the web site into a learning activity and/or project in the classroom. For example, the history teacher requires students to post their political cartoons in the Invision section of the newspaper.

**Performance 3 : Students gain real world experience:** Neighboring community members actively seek students to participate in real-world learning, service or employment opportunities.

**Performance 4 : Administration utilize the web site as a marketing and recruitment**

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**tool:** Administration refers to the web site as a marketing piece to solicit additional funding, recruit new students, and attract new staff.

**Performance 5 : Teachers update and use class web sites:** Teachers continue to update their offline class web pages and use them in their classes.

**Performance 6 : parents email teachers:** Parents contact a teacher via email provided on the web site with questions or to set up an appointment to meet with the teacher.

**Performance 7 : audiences are driven to the web site:** Administration, parents, teachers, educators, investors, students, and neighboring community members visit the web site with specific needs for information about or interaction with the TBA learning community.

Ongoing Assessments that are not associated with other items:

**Assessment 3 : students continue to experience real world learning:** Neighboring communities continue to recruit the talent of TBA students to participate in community service, employment, and real-world learning. Recruitment is solicited directly as a result of the viewing of the web site. For example, Allied Agency invites the newspaper staff to another pre-screening and interview for the Entertainment section of the web site. Or a teacher from a neighboring school recruits a TBA student to build her web site. The student's portfolio was featured on the TBA web site.

**Assessment 4 : additional funding acquired:** Administration acquires additional funding for the school through the promotion of and reference to the web site. Administrators request specific additions and/or changes to the web site to be shown to interested investors and stakeholders.

**Assessment 5 : classes at tba:** In the early phases of the development of the "classes at tba" section, the technology drove the method. Students built the class web sites offline on networked class folders. Teachers then had the choice of either continuing to have their student webmaster update their pages, OR learn from me how to update their sites on their own until the end of the school year. There are

currently 3 teachers using the class web sites in their classrooms. In the middle of the development phase, administration purchased Edline, an online teaching tool which features a class web site builder that syncs up with a grading tool called GradeQuick. Teachers are scheduled to undergo professional development from me in the fall in which they will learn how to use Edline to build class web sites. Therefore, another phase of the ongoing assessment of the "classes at tba" will be seen in the fall when the teachers learn how to use Edline, build their class web sites using the tool, and then use them as teaching tools in the classroom and as a way of interacting with parents. Edline provides a password protected area for TBA parents, students, and staff to enter and check grades, class assignments, department news, and more. At this time, therefore, the "classes at TBA" section will remain offline and in development.

***Assessment 2 : teaching and***

***learning:*** Teachers build learning activities into the classroom which utilize the web site. For example, students must build a digital portfolio of samples of their work from the school year. All student portfolios will be posted onto the web site in the archives of the "Digital Portfolios" section. Portfolios that achieve a high grade in the rubric will be highlighted in the top level of the "Digital Portfolios" section.(later phase) Another example is an editorial assignment in English class that requires students to submit their editorials to the school newspaper, and discuss the topic in the Editorial Discussion Board (later phase)

***Assessment 1 : Additional***

***issues of the newspaper are published:*** The newspaper staff continues to solicit articles, videos, audio, and artwork for posting into additional issues of the newspaper. The newspaper reflects the writing skills and multimedia production across the curriculum. It would be optimal to require 2 submissions to the newspaper for graduation in order to broaden the number of students who submit work to the newspaper. I envision the newspaper as entirely student run in the future and as a catalyst to the future development of the student center. The newspaper could incorporate web tools such as discussion boards and polls, and in turn teaches TBA students how to communicate on the web in both static and dynamic forums.

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**Assessment 7 : web traffic**

**increases:** According to the web site's traffic analyzing tool, traffic to the web site increases.

**Assessment 6 : parents get**

**involved:** With the implementation of Edline, parents are able to check their child's progress in any class and contact teacher's directly for conferences. At present, parents can email teachers via their email addresses on the web site or a parents list serv.

Based on the graphic organizer created by Lois Hetland and the President and Fellows of Harvard College (on behalf of Project Zero) and presented in the Teaching for Understanding Guide by Blythe & Associates.