

Denice Buchanan  
IST 663: Integrating Motivation & Information Literacy  
Lesson Plan #1  
October 21, 2009

**Lesson Title:** Gone Green! A VoiceThread Presentation for Greening up our School

**Creator:** Denice Buchanan

**Brief Description:** Part of a larger unit where students will be researching and presenting their ideas to make their school more green. Students will be focusing on different areas of the school (examples: cafeteria, office and support staff, janitorial & grounds, classroom) and create a presentation on VoiceThread that will be shared with the school community. This portion of the unit will be introducing VoiceThread as an alternative presentation tool, and will focus on the actual creation of the VoiceThread. The class will also be creating a rubric that will be used to assess the VoiceThread. Prior to this lesson, the class was introduced to the topics they will be researching in Life Sciences and they have been spending time in the library using print and non-print resources to complete this research before the VoiceThread portion of the unit beings.

### **Information Literacy Skills**

Definition:

- Identifying the requirements of the research task or assignment.
- Determining the amount and type of information needed to complete the task or assignment.

Planning:

- Creating a general framework for organizing information found.

Organization:

- Filtering out irrelevant information.
- Summarizing and synthesizing gathered information.
- Sequencing selected information.
- Organizing information for presentation.

Presentation:

- Presenting results.

Evaluation:

- Evaluating the end product.
- Determining future usefulness or applicability of research process.

Students will need to determine what information from their research will be the most important in conveying their ideas through VoiceThread, and then create a "script" through a storyboard for their 2-3 minute presentation.

## **Information Literacy Standards**

### **1. Inquire, think critically, and gain knowledge.**

#### *Responsibilities*

1.3.4: Contribute to the exchange of ideas within the learning community.

1.3.5: Use information technology responsibly.

### **2. Draw conclusions, make informed decisions, apply new knowledge to new situations, and create new knowledge.**

#### *Skills*

2.1.2: Organize information so that it is useful.

### **3. Share knowledge and participate ethically and productively as members of our democratic society.**

#### *Skills*

3.1.4: Use technology and other information tools to organize and display knowledge and understanding in ways that others can view, use, and assess.

3.1.5: Connect learning to community issues.

#### *Self-Assessment Strategies*

3.4.2: Assess the quality and effectiveness of the learning product.

### **4. Pursue personal and aesthetic growth.**

#### *Skills*

4.1.8: Use creative and artistic formats to express personal learning.

#### *Responsibilities*

4.3.1: Participate in the social exchange of ideas, both electronically and in person.

#### *Self-Assessment Strategies*

4.4.5: Develop personal criteria for gauging how effectively own ideas are expressed.

## **Related Subject Areas: Life Sciences / Living Environment**

### **Related Content Standard(s) - The Living Environment Core Curriculum**

Standard 1: Students will use mathematical analysis, scientific inquiry, and engineering design, as appropriate, to pose question, seek answers, and develop solutions.

Key Idea 1: The central purpose of scientific inquiry is to develop explanations of natural phenomena in a continuing and creative process.

Performance Indicator 1.1: Elaborate on basic scientific and personal explanations of natural phenomena, and develop extended visual models and mathematical formulations to represent one's thinking.

#### *Major Understandings*

1.1a: Scientific explanations are built by combining evidence that can be observed with what people already know about the world.

Performance Indicator 1.2: Hone ideas through reasoning, library research, and discussions with others, including experts.

Major Understandings

1.2a: Inquiry involves asking questions and locating, interpreting, and processing information from a variety of sources.

Key Idea 7: Human decisions and activities have had a profound impact on the physical and living environment.

Performance Indicator 7.1: Describe the range of interrelationships of humans with the living and nonliving environment.

Major Understandings

7.1c: Human beings are part of the Earth's ecosystems. Human activities can, deliberately or inadvertently, alter the equilibrium in ecosystems. Humans modify ecosystems as a result of population growth, consumption, and technology. Human destruction of habitats through direct harvesting, pollution, atmospheric changes, and other factors is threatening current global stability, and if not addressed, ecosystems may be irreversibly affected. Explain the impact of technological development and growth in the human population on the living and nonliving environment.

Performance Indicator 7.3: Explain how individual choices and societal actions can contribute to improving the environment.

Major Understanding

7.3b: The decisions of one generation both provide and limit the range of possibilities open to the next generation.

**Collaborators:** 9-10 grade Life Sciences / Living Environment teachers

**Credits:** none

## **PURPOSE**

### **Instructional Goals**

- Students will create a portion of a VoiceThread project that effectively communicates a way to "green" their school.
- Student will make comments on their peers' presentations.

### **Learning Objectives**

9<sup>th</sup> / 10<sup>th</sup> grade students will be able to:

- create a rubric as a class that will be used to evaluate the VoiceThread projects.
- complete a storyboard of their presentation.
- find a minimum of 5 images that help to convey the ideas of their research.
- speak clearly and enthusiastically about their research in their VoiceThread presentation.

### **Motivational Goals**

- Students will feel comfortable with exploring new technologies
- Students will feel confident in presenting research in a non-print format.
- Students will become interested in their research topics and will make changes in environmental habits.
- Students will be proud of their final projects and will show their peers, parents and others of the school community.

### **AUDIENCE**

**Grade Levels:** 9-10 grade

**Number of Students:** 20+

### **Relevant Characteristics**

- suburban school
- little ethnic diversity
- required course and assignment
- prior knowledge of subject
- have thoroughly researched their topics
- varying experience with creating VoiceThread projects
- comfortable with new technology - students can pick up new tools easily

### **Motivational Profile (Incoming Motivational Levels)**

Attention: Low, High

Comments: Students will either have high or low attention. Those students who are first being exposed to VoiceThread will have much higher attention for the tutorial section of the lesson than those who have already used the tool. The fact that students will not need to write a traditional written report will be exciting for students, and hopefully boost their attention during the lesson.

Relevance: High

Comments: During the research phase of the unit, students understand how their topic is related to real-world experiences. Students are using prior knowledge from life sciences.

Confidence: Low, Medium, High

Comments: The majority of students will have a high level of confidence with exploring new technologies, while some students may be taken aback by trying something new.

Satisfaction Potential: High

Since we will be creating the rubric together as a class, there are clear goals and objectives for students to follow in order to succeed. Students will also be receiving feedback through VoiceThread from teachers, the school group they are presenting to, and their peers.

## **CONTENT & TECHNIQUES**

### **Introduction**

Begin section of the unit by complementing students on successfully completing the research part of the assignment. Explain how it is now time to organize and present the information and ideas to the school community. As mentioned at the beginning of the unit, they would not need to be compiling this research into a traditional paper, but will be using a tool called VoiceThread to each create a 2-3 minute section of a presentation (one presentation per group). Create a schedule for students as to when certain sections of the project need to be complete so they can easily visualize the project as a whole. Also explain that when it comes to the creation of the project, students will need to come in during free time when the library is quiet to make their recordings and comments.

### **Body**

#### **Day 1**

Show students an example of a VoiceThread project (use one from a previous class or just take an example from the VoiceThread.com. You will need a computer, projector and speakers.). Tell students that VoiceThread is a collaborative, multimedia slide show that holds images, documents, and videos and allows people to navigate pages and leave comments with voice, text, or video.

Have students get into their predetermined groups (based on research area) and brainstorm a list of why they think VoiceThread is a great presentation tool, what characteristics make a good VoiceThread, and what makes it different from methods you have used in the past. Have each group nominate a spokesperson that will share their groups' ideas with the class. Students can brainstorm on large sheets of paper hung on the walls (Provide them with markers so their classmates can easily see their comments.).

Come back together as a class, and, incorporating the ideas of what makes a great VoiceThread, create a rubric that will be used to grade the presentations upon completion (see VT\_rubric.pdf as an example).

Explain to students that the actual creation of a VoiceThread is a very simple task. Hand out a step-by-step guide (VT\_howto.pdf) and create a presentation start to finish for students (gather images before hand).

Any remaining time can be used for students to sit at computers, explore other presentations, and, if so inclined, can start experimenting with making threads.

## Day 2

Do a quick recap of what was done in the previous session.

Explain to students that they now need to organize their notes from the research process into a presentation. Students should complete their “scripts” prior to finding images for their presentation. Hand out storyboards for the students to use, explaining that they can fill in all their text, and then draw or describe what sort of visuals they will want to help paint a clearer picture (storyboard.pdf – students can use as many pages as necessary). Students should practice their scripts with a friend and time the length prior to recording. Students will have the rest of the period and week following to complete scripts and locate their visuals (have students keep all images where they can easily find them!)

Remind students that they need to come during free time to record their actual presentation. After the projects are completed, they will be shared with a representative from each area of the school, who will be asked to make comments on the thread. Students will then be viewing and commenting on other classmates’ projects.

## Conclusion

### Day 3

Class will meet once more after the project is completed to discuss what they liked and didn’t like about presenting material in this manner, and brainstorm ideas of how they can use VoiceThread in the future, both inside and outside of school.

Helpful Hints: After students have created their research groups, create that number of VoiceThread under your own account (so all students working on ideas for the janitorial staff will have ONE VoiceThread). Also, create identities for each student. When it comes time for students to record and make comments, have them select their presentation and identity. There is no need for each student to have his or her own account.

## Learning Assessment Methods:

In collaboration with the classroom teacher, use the rubric created by the class to grade the presentations. Take the day 3 classroom discussion into account to determine the lessons success.