

Digital Tools

Classdojo

www.classdojo.com

This digital tool has three main purposes

Classroom Management

- Easily divide the class into groups of whatever number you wish
- Display a timer, morning message, step by step instructions, noise regulator
- Behaviour modification - reward the behaviour you want to see and punish the behaviour you want to discourage
 - Combine this with a classroom economy where you can have the student spend their points on prizes

Class Portfolio

- Give your students digital assignments
- Provide feedback to individual students

Class Story

- Here you can share resources (pdfs, docs, videos, text etc) and the whole class can see them
- Students can also post here
- Students can also share social items such as certificate photos

Wakelet

<https://wakelet.com>

This digital tool is completely free and can be used for 3 purposes

1. An Erasmus digital portfolio where participants can collate all they have learned into one place to show the folks back home
2. A shared collaborative notice board where participants can share resources, photos and the trainer can upload links and pdfs etc (there is no limit to the number that you can have)
3. A presentation tool for trainers to use instead of slides

Here is a video about its features https://www.youtube.com/watch?v=5QagpoqJoFo&ab_channel=Wakelet

Storyjumper

[Storyjumper.com](https://www.storyjumper.com) is a digital storytelling tool that makes it really easy for participants to create a digital book using text, props, scenes, photos, narration, music and sound effects. Participants can also collaborate with each other on the same book.

Example : Ernest Shackleton

<https://www.storyjumper.com/book/read/131649232/625f252590068>

Chatterpix

It adds audio and mouth movements to the images.

How? Download chatterkpix app, take pictures using the app and you can add voice and mouth movements to the image.

You can combine it with stop-motion to create a movie.

Chatterpix only works on a phone

Flipped classroom activity involving the app 'ChatterPix!'

Students have 45 minutes to take pictures of items that look like letters of the alphabet

Students make a collage using Canva

For example - a step ladder in the shape of an A

ZUMPAD

<https://zumpad.zum.de/>

German alternative to Jamboard (interactive whiteboard)

Useful for German participants as some German regions do not allow Microsoft or Google products in the classroom.

Flipgrid / FLIP <https://info.flip.com/>

It is an asynchronous video discussion platform where the students respond to a topic posted by the teacher. Students can have online discussions using videos, allowing them to quickly engage in a recorded conversation with other members of the class

Other tools

KASAB chart

The KASAB chart is a tool used to define the knowledge, attitudes, skills, aspirations, and behaviours needed for intentional growth, learning and behaviour change. It makes for a very good alternative to SMART goals and can be focused on students or teachers or both. For more background and context see below 'What is a KASAB chart?'

There is an example of the KASAB chart attached being implemented on the topic of bullying. The chart can be adapted for most topics. There is also a blank copy attached for you to use.

What is a KASAB chart

While engaged in cycles of inquiry or improvement, teams may collaborate to write SMART goals for students but skip the stage of writing goals for themselves. However, a deliberate focus on educator learning with intentional goal setting is what makes a learning cycle particularly valuable for educators and is unique to Learning Forward's team learning approach.

When teams do write their own goals, they will benefit from addressing more than educator knowledge and skills. In *Assessing Impact: Evaluating Professional Learning*, Joellen Killion (2008) outlines the various types of change that learning may impact. She introduces the KASAB model -- knowledge, attitudes, skills, aspirations, and behaviours.

By considering all elements within KASAB as they set learning goals, teams create the potential for transformational change in schools. If educators identify only the knowledge and skills they will gain, they ignore the importance of their beliefs, expectations, and behaviours in teaching and learning.

Knowledge and skills tend to be the elements of learning educators typically address. Knowledge, for example, might be understanding deeply the content of the next unit in the science curriculum. In scanning the content, the teacher recognizes that her own knowledge about a particular aspect of thermodynamics doesn't enable her to answer questions students may ask.

To address this gap, she could turn to a resource or a peer for a reading or explanation and thus fill her knowledge gap. If she wanted to address her skill with that same aspect of the unit, she is concerned with how to teach the content and will explore research-based pedagogy appropriate for the content. Knowledge is the what while skill is the how.

The behavioural element of KASAB is what teachers put into practice -- how they apply what they know in classrooms with students. A measure of the effectiveness of professional learning is often whether teachers take their learning and use it to change what they do with students. While they may hold the knowledge and skill in their heads about what to do, if they can't use the knowledge and skill to do something differently, their learning has fallen short.

Attitudes and aspirations are less immediately visible areas of learning. Attitudes are the beliefs educators bring to their work, both about their own efficacy and about their students' abilities. If a teacher believes he has no power to improve his

performance or that of his students, that belief will affect whether or how he changes.

Yet it is possible to change beliefs. When teachers see evidence that they can improve, they change their attitudes about their efficacy. When teachers achieve success with students as they use new skills and practices, their beliefs about what their students can achieve shift.

In the example of the science teacher preparing for a thermodynamics unit, she may hold a belief that she will do no better on that lesson in the future than she did last time. Once she recognizes that attitude, she may seek assistance in addressing it. Aspirations are teachers' desires or motivations related to their work. When they hold aspirations to teach in ways that help all students succeed, they demonstrate those aspirations through rigorous expectations for all. Their aspirations are not only for their students but also for themselves. They want to improve so that all students will achieve higher outcomes.

The aspirational element of learning, like attitudes, may be more difficult to articulate on a goal-by-goal basis, yet they are important to call out in any scope of learning. The engagement of educators in this learning cycle process will, over time, have a significant impact on aspirations and attitudes. At the same time, their willingness to engage deeply in the cycle demonstrates their eagerness to improve. As educators look for evidence of learning along each aspect of KASAB, changed practices are easy to observe. Shifts in knowledge and skill will be evident in the practices that are applied. Changes in attitudes and aspirations may be more difficult to detect but can be evident in teachers' persistence in addressing student misconceptions, their attention to every student's engagement, and their interest to learn other ways to approach instruction to improve results.

Desired Changes	Definition	Students	Teachers
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Knowledge	Conceptual understanding of information, theories, principles and research	Definition of Bullying, that it is hurtful and harmful, even long-term (e.g can anxiety, mental problems); What is respect; What are the consequences for bullying	
Attitude	Believes about the value of particular information or strategies	Respect for other students, being emphatic, Tolerance and Acceptance, Strive for positive classroom atmosphere	
Skills	Strategies and processes to apply knowledge	How to manage a bullying incident, Recognise bullying, How to mediate, How to foster a positive classroom atmosphere; being objective	
Aspiration	Desires, or internal	No acceptance of bullying	

	motivation, to engage in a particular practice		
Behaviour	Consistent application of knowledge and skills	Speak out against bullies, report to adults, and support bullying victims, and try to mediate conflict	