Model DB Response-1
Top Ten Strategies for Special Education Instruction (p. 410)

Students with cognitive disabilities sometimes need concrete examples as cues and prompts for learning. Use digital cameras to capture images of objects and environments

The topic I chose to discuss is Students with Cognitive Disabilities. I chose this topic because I work in a Special Education classroom. Even though I have only been working in a classroom for one month, I have noticed that students do a lot better learning material when having pictures and visual aids. Roblyer and Doering (2013) stated: "Remediation involves helping an individual learn or improve performance, often the focus of education, training, and therapy. A graphic organizer to help individuals with learning disabilities improve cognitive processing by visualizing concepts and connections would be an example of technology used for remediation" (p. 406).

Working in the Special Education department the teachers and I come up with new inventive ways to help students learn and engage into the course work. One useful tool we use to help student with special needs is Microsoft PowerPoint. Ralph Caldwell a biology teacher I work with uses animated slide shows to help teach his classroom. For example when Caldwell teach about earthquakes and plate tectonics he shows the students how they actual work by using visual aids and cartoons that will give each student a better understanding of the assignment. Another technique I have heard that is very successful was having students use Microsoft paint software to draw the assignment at hand. This gives the students away to express their idea of assignment through art and technology.

These techniques are not only great learning tools, but they are great strategies in keeping students attention. A lot of the time learning can become boring and repetitive. With using animated slide shows and programs like Microsoft paint it keeps the students engaged into the classwork. It also keeps learning fun and interactive with the teacher and students. With working with special need children I have learned that students learn better when they are interested in the topic and have a chance to actual participate with the teacher instead of sitting and only listening.

Roblyer, M.D., & Doering, A.H. (2013). Integrating educational technology into teaching. (6th ed.). Boston: Pearson.

Model DB Response-2
Top Ten Strategies...in Mathematics and Science Instruction
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Top Ten Strategies for Integrating Technology in Mathematics and Science Instruction

Mathematics instruction, particularly in geometry, is abstract and can provide little obvious application to students. Interactive or dynamic geometry software can, according to Roblyer & Doering (2013), "provide students with an environment in which to make discoveries and conjectures related to geometry concepts and objects" (p. 314). After determining that there is a relative advantage to integrating software, and following an introductory lesson (direct instruction), I would use introduce the software application. SketchUp, a Google freeware application, is one such geometry application that I would use. SketchUp is a mapping application that uses 3-D modeling. It is a tool used by teachers that is both instructional and motivating, while encouraging creativity (Moulton, 2006).

I would integrate this application in my geometry class to enhance and supplement instruction after introducing geometric terms and formulas in order to determine surface areas, or in the case, square footage of a structure. This project asks students to (re)create an existing school structure. This structure could be a building with classrooms, the football field, or the gymnasium. Students would be encouraged to include as much detail as possible based on online photos of the structures, and/or observations as they walk around campus. Students would be instructed to begin with the actual approximate dimensions of whatever structure they chose, as the application indicates the dimensions while the student manipulates whatever modeled shape or line he or she is using.

However, beyond these minimum requirements of recreation, students would be asked to make at least one modification to the structure. If modifications are made, students would have to explanation why it was made. Some reasons could range from more efficient use of square footage (given the same amount of available space) to improved aesthetics. Students could ask others for suggestions as to how to perform a modification, or what modifications need to be made. The opportunity for sharing ideas with others in the class could also provide for (encouraged) self-guided discussion about geometry material that students normally would not share. While some students will decide to work alone with little to no collaboration, Roblyer & Doering assert, "a simulated demonstration can capture students' attention quickly and effectively and interest them in working together on a product" (p. 94).

This physical simulation of a 3-dimensional construction will allow for concrete, visual application of geometric concepts while learning and using key terms that are normally taught using direct instruction. They will use concepts, like surface area and square footage, which will create more tangible meaning for them when they encounter it again during instruction or assessments. Students will be given the opportunity to create a product that they could be proud of and share with their peers. By the end of this lesson, students will have met all or part of the following NETS standards for students:

1. Creativity and innovation

2. Communication and collaboration

3. Critical thinking, problem solving, and decision making

References

Roblyer, M.D., & Doering, A.H. (2013). Integrating educational technology into teaching. (6th ed.) Boston, MA: Pearson.

Moulton, J. (2006, November 6). Have You seen SketchUp? Google's Answer to 3-D Drawing. Retrieved January 14, 2014 from Edutopia: http://www.edutopia.org/have-you-seen-sketchup

Model DB Response-3
Integrating Technology in ELL/Foreign Language

Top of Form
Discussion 2 - Integrating Technology in ELL/Foreign Language

The subject I decided to discuss is the integration of technology in the foreign language classroom. This specific subject proves to be my strong point, as I am currently teaching Arabic as a second language and striving to get my credentials in this area. I currently use most of the top ten technology types in listed for foreign language instruction, from classwork to actual communication in the language. Using PowerPoint, WhatsApp, and going on field trips are only a few strategies I use. I help my students experience the actual language and its people's culture as well, since this is an important factor of learning a new language.

I am currently using images and PowerPoint presentations to teach the vocabulary in Arabic as well as using word processing for spelling. The WhatsApp helps me communicate with students (and the students communicate with each other) via technology. Right now, I am engaged in a group chat with seventeen of my Arabic learning students. Through WhatsApp, we share pictures; they describe the pictures, etc. We also play a game of Once Upon A Time in Arabic, where one person begins a story, and the others take turn continuing it. Last year, I took my students to an Arabic grocery shop, an authentic clothes shop and an Arabian restaurant so they get the chance to meet native Arabic speakers and to get first-hand experience practicing the language. These field trips proved to be great events, as the students learned a lot about the Arabian culture as well as the Arabic language. Another hands-on project I decided to do with the students was to make fruit salad and a special kind of Arabian salad (fattoush), all while talking and communicating in Arabic.

Throughout my classes, I gave the students the opportunity to experience more than the one type of language situation via technology and live experience. Indeed, they have learned to order food in Arabic, to buy and sell, use money, and to learn about authentic materials and foods, but they also gained much more. Integrating technology and experience really enhances their learning by helping them with not only their learning of the Arabic language, but also with living the culture as well. To really know a people and to understand their language, you need to understand their culture and their way of life. There is no separation between the two; they are both needed to truly communicate with each other. That is why I combine technology with

experience. I am continuing this road of learning and keep adding to it, as it keeps the students engaged because of the technology used and the fun of first-hand experience.

Roblyer, M.D. and Doering, A.H. (2010) *Integrating Educational Technology into Teaching (5th edition)* Boston: Pearson Education, Inc.