WELCOME! 🤖

Using your device, please go to www.edmodo.com
and sign-up as a teacher...

...I am happy to come help if you need me.
The Edmodo Classroom:
Enhancing the Learning & Meeting the Standards
Nira Dale
Honors English 9
Florence City Schools

Edmodo Support Ambassador
Trained in Edmodo Support
Essential Question:

How can Edmodo help me to EFFECTIVELY manage and enhance LEARNING in my classroom?
Please join my digital classroom, "2014 AETC Edmodo Workshop"

Group Code: yu2a38

After joining this group, please follow the directives of the first two posts within the group.
Share Out!
(Discuss online responses and poll data.)
Essential Question

“How can Edmodo help me to EFFECTIVELY manage and enhance LEARNING in my classroom?”

Before I leave this workshop I will learn to ...

✓ Use Edmodo for **formative assessments** that will provide valuable feedback to guide my instruction.

✓ Use Edmodo to guide and engage classroom discussions through the “Back-Channel.”

✓ Use Edmodo to provide a safe and easy platform for my students to receive critical feedback, to **collaborate** with peers, and to **publish** demonstrations of their learning online.
What is...

FLIPPED LEARNING?

BLENDED LEARNING?

TRADITIONAL LEARNING?
Which do you prefer, and why?
(Respond in our “digital classroom” before sharing out.)
**BLENDED LEARNING**

**Definition:**

*Students receive face-to-face instruction and participate in instructional activities inside of the classroom. Teachers also supplement face-to-face instruction with online instruction disseminated through digital platforms during and/or outside of class.*
BLENDED LEARNING...
"...I blend instruction because I've learned in my personal practice as a teacher that students are SO very different from one another, and the needs of the group change from year-to-year. Thus, my job is to use WHATEVER teaching model or strategy that WORKS BEST for that lesson—online, off-line, paper & pencil, group tasks, individual tasks, etc."

https://www.youtube.com/watch?v=duAw-2mCbWo
The **Formative Assessment** is the Electrocardiogram (**EKG**) for the Classroom.
What is YOUR Main Concern When Making Lesson Plans?
“The end goal is NOT simply to know that I TAUGHT it: The goal is to know that they LEARNED it.”
EDMODO - A very useful LMS (Learning Management System)
FORMATIVE ASSESSMENT...
What Methods Do YOU Use?
(Intentional & Strategic)
1. FORMATIVE ASSESSMENT
(Intentional & Strategic)
Formative Assessments:

Definition: Formative assessments are to monitor student learning; to provide ongoing feedback that can be used by instructors to improve their teaching and by students to improve their learning:

- Students identify their strengths and weaknesses and target areas that need work.
- Teachers recognize where students are struggling and address problems immediately.
- Generally low stakes, with a small point value.
### Formative Assessment

Edmodo quiz questions can be strategically tied to curriculum standards:

| A5a/A5e (ACOS) | What is the purpose of ___ in lines____? A |
| A5b/A5c (15) | What narrative point of view does the author use in lines____? |
| A5e (13,14) | Which word best describes the author’s tone in lines___? B |
| B3a (15) | What statement about ______ would the author most likely support? C |
| A8d (13) | What word best replaces ________ as used in the ___ sentence? C |
| A5e (12,13) | What persuasive technique does the author use in lines ______? D |
| B3a (10) | What is the author’s implied answer to the question____? B |
| A5e (14) | Which piece of evidence would most effectively support the author’s claims ___ paragraph (lines--___)? A |
| A5c, A6e(2,4,11) | According to the passage, which statement is most true of ________? D |
| A5c/A5e 4,5,3 | What does the phrase “.....” (lines___-___) imply about ______ (specific character)? A |
| A5c (2,3) | Which description of _____ is found ONLY in lines ______? B |
| A5e/A7a (4) | Based on the passage, what do/does _____ most likely represent? B |

### “I Can…” Statements

1. “I can identify the author’s point of view in increasingly challenging texts...”

2. “I can ...evaluate, and analyze the thesis/theme within literary forms...”

3. “I can identify...evaluate ways the author uses literary techniques to shape meaning...”
Formative Assessment

Edmodo quiz questions can be strategically tied to curriculum standards: **COMBINE THE USE OF PAPER WITH AN EDMODO QUIZ FOR QUICK ASSESSMENT! 😊**

(ON PAPER...)  

**6. Which of the following suggests that the writer enjoyed the summer?**

A. (1) The summer I was eight, my parents spent the entire summer at the Bermuda Biological Station for Research (BBSR), and my brother and I went with them.

B. (2) The temperature was always perfect—in the eighties during the day and cool at night, when the tree frogs sang a beautiful lullaby to serenade us to sleep.

C. (3) One night my parents woke us up to see the Night-Blooming Cereus that grew nearby.

D. (4) The trail wound through thickets of wild grape and finally emerged at the point.

**7. How should sentences 1 and 2 best be combined to reduce wordiness and increase sentence variety?**

A. Spending the entire summer I was eight in Bermuda, my parents took us there—a great location for marine research: the Bermuda Biological Station for Research (BBSR).

B. The summer I was eight, my parents, who are marine biologists, took my brother and me to spend the entire summer at the Bermuda Biological Station for Research (BBSR), a great location for marine research.

C. A great location for marine research, the Bermuda Biological Station for Research (BBSR), my parents took my brother and me there for the whole summer I was eight.

D. My parents took my brother and me, eight, to Bermuda, a great location for marine research at the Bermuda Biological Station.

(ON-LINE)
Formative Assessment

Edmodo quiz questions can be strategically tied to curriculum standards:
Formative Assessment:
Edmodo quiz questions can be strategically tied to curriculum standards:

; RECONSIDERING ; REVISITING ; RETEACHING
Formative Assessment:
Edmodo quiz questions can be strategically tied to curriculum standards:

Formative Assessment in Action.
I recently visited the 9th grade Language Arts classroom of Nira Dale. Nira is a teacher in the Florence City school system. Pictured here with her students, Nira uses Edmodo to administer assessments and then uses the assessment reports to guide her classroom discussion. In true formative fashion, Ms. Dale not only informs her students of their correct and incorrect responses to ACT QualityCore End-of-Course type questions but also takes the time to help her students analyze the question stems, foils, and rationale for their responses. Visit Ms. Dale's Digital Classroom at http://dalesdigitalclassroom2.weebly.com/ to learn more about how she manages her blended classroom.

Image used by permission.

Posted by Barry Wiginton| Technology in Motion Specialist UNA Region
Formative Diagnostic
Edmodo quiz questions can be strategically tied to curriculum standards:

Students give their feedback on the benefits of Edmodo quizzes.

Me to max r., Amari G., J'Marick W., more...

Students,
You are some of the highest performers on the 2nd Nine Weeks Benchmark test. Please, if you will, share with me what helped you the MOST to perform so well on the test (e.g. Edmodo mini quizzes, iBooks, class activities, instruction, homework, etc.). I truly appreciate your feedback, as this will be helpful for me, your peers, and other English teachers.

Annisha B. 7 hours ago
The Bootcamp quizzes definitely helped me. Having the same kind of questions everyday, let me see my progress and what I needed to work on.

John Daniel S. 7 hours ago
The thing that helped me the most was definitely the boot camp quizzes because they were quick stress free check ups on your progress. They also get you used to the types of questions you will be seeing.

Natalie M. 48 minutes ago
Taking the edmodo quizzes and you reviewing the answers with the class helped me the most. It also helped me study by going over them and being able to see what I needed to work on.
Formative Assessment Will Improve Performance on Summative Assessment

**Snapshot of 1st Quarter**

Class Averages—69%-71%

**Snapshot of 2nd Quarter**

Class Averages—79%-84%

**Snapshot of 3rd Quarter**

Class Averages—88%-92%
BRAIN TRAFFIC: Today's "Exit Ticket"

You have 10 minutes to go through your "Bootcamp" quizzes, your iBooks, your notebooks, vocabulary, etc. to determine what standards--vocabulary, question stems, devices, techniques, etc.--you may or may not understand. Once you determine this, turn-in this assignment by telling me ALL three of the following:

1. "My 'Aha!' moments were...."
2. "I'm still unclear about..."
3. "My Learning STOPPED when..."
Edmodo Online
"Exit Ticket"

BRAIN TRAFFIC: Today's "Exit Ticket"

Turned in (71)  Due Dec 12, 2013

You have 10 minutes to go through your "Bootcamp" vocabulary, etc. to determine what standards—vocabulary, techniques, etc.—you may or may not understand. You can assign this ALL three of the following:

1. "My 'Aha!' moments were...."
2. "I'm still unclear about..."
3. "My Learning STOPPED when..."

My "Aha!" moment was when you explained the central idea in class. It's like something clicked in my head and I'm still unclear about the question stem "Which lines, if deleted would most weaken the central idea. Are you wanting the most important information in a text, or the least important information?"

On that question, you're looking for what's MOST IMPORTANT. Last night you were to identify the LEAST IMPORTANT.

My Aha! moments were when I realized when there was repetition in your literature. I got a #15, and said the last line is summing up what the author is stating as the theme.

My learning never stopped, that I know of.

If you took the last line out of the poem, would the message still be clear to you as the reader?
Edmodo Online
"Exit Ticket"

BRAIN TRAFFIC: Today's "Exit Ticket"

<table>
<thead>
<tr>
<th>Turned in (71)</th>
<th>Due Dec 12, 2013</th>
</tr>
</thead>
</table>

You have 10 minutes to go through your notes, do vocabulary, etc. to determine techniques, etc.--you may or may not need this assignment by telling me ALL.

1. "My 'Aha' moments were
2. "I'm still unclear about
3. "My Learning STOPPED when

Submitted on Dec 12, 2013 10:42 AM

My aha moment was when you explained parallelism by using the sentence with hard work and you explained how to rest of the words were verbs but that one sentence used an adverb. I really really REALLY have parallel structure down.

I'm still unclear about finding the central idea. I know how to do everything but with every question what I think is the main idea or central focus isn't what it's supposed to be. Also every time I see the question asking which line if deleted would most WEAKEN the central idea for some reason I think it means which lines if deleted would have the least change to the overall meaning. I just need to read the question more carefully lol. And I need help with figuring out vocabulary words we don't know what mean by using only context clues. On the PSAT those where the only questions I got wrong in the critical reading section.

My learning stopped when you go over things over and over and over again. Out of a day of class time I get one sentence that may help me with learning the concept but like I already get everything else. If you could like set up stations where the students could kind of teach each other that would be great because about half the class doesn't understand something but the other half get it so I'm just sitting there listening to parallelism when I really need help with central idea. But then I don't want to ask about central idea because I know the rest of the class already gets central idea and they need help with parallelism.

On a side note you really are doing a good job at teaching me concepts because I'm usually really bad at making inferences and drawing conclusions but like this year I feel like I'm starting to get it.
Formative Diagnostic
Gamify Your Classroom With Edmodo Quizzes, Also--
Formative Assessment: How?

- Basic Quiz
- "On the Fly" quiz using printed page
Formative Diagnostic: Your Turn!

1. Create and post a four-five question **Basic Edmodo Quiz** based on either what you’ve learned thus far at AETC 2014, or you may create questions relating to your content area.

2. **“On the Fly”**: Find a digital handout online with questions and answers relating to your content area. (I have links you may use if you have trouble.) Create an **“On the Fly”** in which you upload the handout and set correct answers only.
BREAK TIME
10min
2. Assessing & Engaging through the "Back-Channel"
“Back-Channeling”:

*Definition:* Back-channeling is the practice of using networked computer devices to maintain a real-time online conversation alongside live spoken remarks.
Valuable Student Feedback: Assess Learning Through the “Back-Channel”
Valuable Student Feedback: Assess Learning Through the "Back-Channel"
https://www.teachingchannel.org/videos/texting-to-assess-learning
Valuable Student Feedback:
Assess Learning Through the “Back-Channel”

Me to Dale Student Period 3

Respond to this post by answering the following questions below:

1. Use text support from each poem to describe what YOU see as the CENTRAL IDEA.

2. Compare and contrast the similarities and differences between the themes of the two poems.

3. Do you think Whitman and Hughes would agree with each other in their ideas about life?

Abby A. • Nov 20, 2013

1. I think the central idea of O Me! O Life! is that everyone’s important everyone is contributing their verse.
   In Harlem the central idea is don’t ignore your dreams follow them.
   2. O Me! O Life! is more about how everyone is important and contributing to society, while Harlem is more about following your dreams.
   3. I think they would, because they both seem to value people.

Noah W. • Nov 20, 2013

1. O Me! O life! The end of the poem implies that Whitman feels like no matter how much you question your purpose in life, it will still go on and you will write your verse in life.
   Harlem: Statements like “Does it dry up like a raisin in the sun” and “Maybe it just sags like a heavy load” support the central idea being “When a dream is not chased what is lost or what is gained?”
   2. Both Whitman and Hughes are wondering what has or will happen to something. Whitman is wondering the purpose of life and Hughes is wondering what happens when a dream aren’t followed, but Whitman says that life will go on.
   3. No, Hughes is pondering over what his life could have been like while Whitman is saying life will go on and you can still make a mark on the world. Although, they would probably both conclude that life is precious.

Juley Y. • Nov 20, 2013

1.) The central idea for the O Me! O Life!, to me, is that even if you are feeling empty and worthless, you can turn your life around. I think this because thought the poem, it talks about feeling useless and losing faith, but in the last two lines, it says, “That you are here—that life exists and identity. That the powerful play goes on, and you may contribute a verse.” which,
Valuable Student Feedback:"

Back-Channel"

Assess Learning Th
TWO GREAT REASONS TO BACK-CHANNEL:

* 100% Class Participation—Holding students accountable...

* Responses in the “Back-Channel” can guide class discussion...

...ASSESSING & ENGAGING THROUGH THE “BACK-CHANNEL”
Back Channel:
YOUR TURN!

1. Create your own Edmodo group.
2. Send an innovative back channel question post to that group embedding a picture or video relating to the topic of your post.
3. Share your topic and the group code to join your group beneath my post for this segment of the workshop.
BREAK TIME

10min
3. PEER-PUBLISHING & PEER-TEACHING

Students write and commentate fictional narratives of characters from class texts...thereafter, publishing to Edmodo!
Peer-Publishing:

Definition: When a students publish demonstrations of their learning within the classroom. They will allow their work to be viewed and/or evaluated by their classmates or to other students from other classes on or off line.
Peer-Publishing
Demonstrating mastery through creating, composing, and publishing...

Students create and publish screencast to peers on Edmodo...

Andrew M. to ALL HONORS ENGLISH 9
Watch the end.

Andrew's Lesson On Rhyme And Meter | Educreations.com
13

Maggie and Molly and Milly and they went down to the beach to play one day, and Maggie discovered a shell that sang, so sweetly she couldn't remember her troubles, and Milly befriended a brand new tar whose rays were taut fingers were, and Molly was chased by a horrible thing which raced sideways while its eyes became bulging, and may came home with a smooth round stone as small as a world and as large as alone.

For whatever we lose (like a you or a me), it's always ourselves we find in the sea.

No onomatopoeia

Students create, embed, and publish quizzes from TestMoz in Edmodo posts...

Amari G. to Dale Student Period 3
My Quiz

“The Lottery” Quiz
testmoz.com
7

Oct 3, 2013

Ekeke A. to Dale Student Period 3
Quiz
https://testmoz.com/194589

Oct 3, 2013

Juley Y. to Dale Student Period 3
My quiz:

Juley Yeager’s Quiz
testmoz.com
6
Censorship

Censorship is the suppression of words, images, or ideas that could be deemed "offensive". Censorship is needed in our society today because it allows explicit, obscene, and harmful material to be controlled and restricts children from viewing such material. Would you want your child to be able to access inappropriate material at schools, libraries, or anywhere else?

Studies show that watching media violence induces aggression among children. This is because children do not have the maturity to handle certain images or ideas.

The reason we may not need censorship is because some people really don’t mind the inappropriate material they read in books or see on television. The statistics show that less than half the material and younger kids read and say do not imitate the stuff they read or watch. Censorship takes away first amendment. It takes away from our first amendment because with censorship you don’t have freedom of speech. Then you have where if you say something wrong you could possible get arrested.

The reality of censorship is that we do not need it. A great American Classic book, The Adventures of Huckleberry Finn, was taken of the shelves because of censorship. In my opinion we should not have censorship.
Demonstrating mastery through creating, composing, and publishing...

Censorship

Censorship is the suppression of words, images, or ideas that could be deemed "offensive". Censorship is needed in our society today because it allows explicit, obscene, and harmful material to be controlled and restricts children from viewing such material. Would you want your child to be able to access inappropriate material at schools, libraries, or anywhere else?

The Hunger Games, by Suzanne Collins, was banned in 2010 for sexual explicit content, unsuited to age group, and violence. What in the world? Last time I checked, it was the "must have book" and the movie was a "must see".

Censoring books is wrong. It gives us an insight of life. We all will be exposed to this any life. I understand this may influence children, but isn't that what parents are here for? The children should be monitored by their parents and their...

Show Full Post

Vivian M. - Nov 8, 2013

I loved how you had examples of popular books that have gotten banned. A couple of grammatical errors. Great introduction!!

Chase W. - Nov 8, 2013

Good job, add more details, and nice facts!

Lila B. - Nov 8, 2013

1. I liked your introductory paragraph.
2. Maybe have more information about the the parents that try to ban books.
3. It was very interesting and well written!

Me - Nov 19, 2013
Peer-Publishing-
Demonstrating mastery through creating, composing, and publishing.

Students write and collaborate with students from other countries...through EDMODO!!!

Mrs. Abena gives directives from Malaysia for my students in Alabama, U.S.!
Peer-Publishing-
Demonstrating mastery through creating, composing, and publishing.

Students write and collaborate with students from other countries...through EDMODO!!!
Peer-Publishing -
Demonstrating mastery through creating, composing, and publishing.

Students write and collaborate with students from other countries...through EDMODO!!!

Mrs. Dale's Student/ Alabama

In Alabama last year on April 27th severe tornadoes tore through our state. Completely wiping towns off the map and severely damaging others such as Tuscaloosa. After the disaster, FEMA was in Alabama the next day, and started helping in the search for people and helping the others in shelters established by local governments. Three days after the disaster President Barack Obama visited Alabama to assure the people that the Federal Government would do everything in its power to help the people of Alabama. President Obama stayed in Alabama for two days working with state and local governments on a plan to get Alabama re-built.

Our GLOBAL Classroom!

Knocking Down the “Walls” of Our Classroom

Mrs. Nira Dale
Teacher
Florence Freshman Center Florence, AL
http://edmodo.com/ndale

Ms. Kriti Nigam
Teacher
Oakridge International School Hyderabad
http://edmodo.com/ktv

But the main question is whether the disaster management India effective or not? India has been defenceless to natural disasters; Floods, droughts, cyclones, earthquakes as well as landslides have been recurrent phenomena resulting in loss of lives and property in fact the human toll and economic loss have mounted even after the step taken by the government improving institutional mechanisms, calamity prevention strategy, early warning system, catastrophe mitigation, preparedness, response with human resource development.
Peer Teaching/Publishing: YOUR TURN!

How Do We Know If Students Are Learning?

1. Divide into teams.
2. Discuss and decide on your combined thoughts regarding the question.
3. Divide the following responsibilities between your team members:
   - Write and post a brief narrative of your team’s thoughts on the question.
   - Create a simple digital representation (S’More/ Glogster/ppt./app creation, etc.) of your team’s view on the question.
   - Find an informative article and/or video to support your team’s view of the topic.
   - Combine all components of your mini-project into one Edmodo post to the AETC Edmodo Workshop group.
1. FORMATIVE ASSESSMENT  
(Intentional & Strategic)

2. ASSESSING & ENGAGING THROUGH THE “BACK-CHANNEL”

3. PEER-PUBLISHING & PEER-TEACHING
Thanks for Hanging Out With Me...
Mrs. Nira Dale
Honors English 9
Edmodo Support Ambassador
Edmodo Certified Trainer