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PRISM Teacher of the Month

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Biography

I graduated from IU in 1980 and, after a stint in the Air Force, went to work for an agribusiness division of Pfizer. Then, I began teaching high school science and math - my passion for the last 34 years. During that time, I've taught everything from Basic Math-Individualized to Advanced Placement Chemistry and IU ACP (dual credit) Chemistry (C101/C121 currently, and C105/C125 and C106/C126 previously). Along the way, I've taught in three Indiana high schools (Richmond High School, Centerville High School, and Bedford North Lawrence High School), coached football and girls basketball, sponsored Chess Club, ran an intramural program, and put in my time as a Cub Scout den leader and Cub Master.

My wife Mary and I have been married for 37 years. We have three children aged 22, 26 and 28. In addition to surviving being outnumbered by children, we've navigated numerous relocations, changes in careers by the both of us, paying for college, and most recently, a major home re-model. We live in Bloomington and enjoy the many walking opportunities of the town and campus, and the great hiking in and around Monroe County. We love traveling and tolerate gardening. We are currently looking forward to retirement in 2-3 years' time.

PRISM Teacher of the Month

Integrating Technology in My Classroom

Very early on in the evolution of the personal computer I recognized an opportunity to help homebound students keep up with their classmates. I started with simple web-pages that contained links to lecture notes and worksheets. As time passed, I added links to movies and animations that could also help these students. Eventually this became a way of augmenting classroom experiences for any student with computer access.
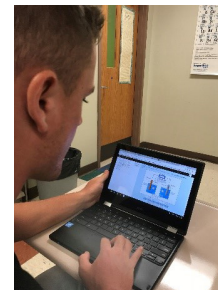
By the early 2000's we had well equipped computer labs at BNL and there was a general scramble to use the new access to technology. However, there was a problem. Simply stated, we were using progressively more sophisticated technology to do the same old thing. Sure, laboratory measurements were gaining accuracy, student output was increasing and becoming more dynamic, traditional tasks were becoming automated or were being given over to new ones, but, *student test scores were remaining where they had always been*. Despite the increased technology, the classroom roles (both instructor and student) were essentially the same as ever - I presented material, they wrestled with it, we tested it, and then we moved forward.

Moodle and PRISM

Through PRISM, I was introduced to Moodle and recognized the implications of being able to add a layer to traditional homework: ***instant feedback***. Moodle allows teachers to bundle appropriate and timely feedback to student tasks that they complete any place they have an active internet connection. Additionally, students may act on this feedback (through tools like the forum activity) at the very moment they are most motivated to do so, rather than wait overnight or over a weekend for the next class meeting. This changes their traditional role in that it gives them power to initiate and guide discussions and impact instructional direction. Students recognize this added power intuitively and spend more out-of-class time on concept-building activities. This allows me the chance to act more the "guide on the side" rather than the "sage on the stage."

Today, my goal for my Moodle courses (hosted on PRISM) is to provide opportunities to help students:

- master the course content utilizing non-traditional technology,
- work collaboratively with classmates outside the classroom,
- locate and recognize reliable up-to-date outside resources, and,
- network in a larger course community than the traditional classroom.

These are not roles high school students traditionally play (or fill). The results include improved test performance almost as "icing on the cake" in that my students are reaching very high levels of operational understanding of chemistry principles and of the way scientists work in the everyday world.

PRISM Teacher of the Month

Present Goals with Student Assessments

Some of the traditional tasks still need attention, of course. For example, we still need to assess student learning throughout the learning cycle. Just lately, I've been working on my Moodle quizzes to differentiate the assessments I take at the beginning, middle, and end of a learning cycle.

I began with my question bank and was instantly drawn to the power of the duplicate function. A question can be duplicated and then modified fairly easily. That means five well-written questions can quickly become 25 or more well-written questions. As your question bank grows, so does your flexibility to use it to craft multiple versions of multiple assessments. Couple that with the multiple built-in grading and feedback options of Moodle, and it is easy to tailor assessments to specific needs. You have the capability to create simple bell-ringers and exit tickets to full-blown exams and everything in between.

I now incorporate 2-3 "checkup" quizzes per unit of instruction. Each assesses only a concept or two and is only 4-6 questions long. I include a lot of feedback on these quizzes and allow the students two attempts at each one. The first attempt must be completed in-class under testing conditions. Students then check the feedback and make notes, and if necessary, I do a spot re-teach. The second attempt must be completed outside of class time. I set Moodle to **keep only the highest grade** of the two attempts.

Then I have a "review" quiz in each instructional unit. It is like the checkup quizzes but includes all of the concepts covered in the unit and has between 12 and 20 questions. Again, the first attempt must be completed in-class under testing conditions. Students then check the feedback and make notes, and if necessary, I do another spot re-teach. As before, the second attempt must be completed outside of class time, but this time I set Moodle to **average** the score of the two attempts to determine the final grade.

Finally, of course, each unit has a summative assessment; an exam. To be honest, this is just an update of the old Scantron exam, but with a few major upgrades. The first is the instant feedback a student receives when they hit that "submit all and finish" button. Secondly, you are not restricted to multiple choice items and black and white test booklets – I use lots of question types and full color illustrations on my exams. I especially love drag and drop items with diagrams. Not only are they good for testing simple recall knowledge (which can sometimes be forgotten in exam construction), but they are easy to modify and use in all levels of assessment.

Professional Development Opportunities

2018 Fall Conference
Find Your Way: Mathematics as a GPS
November 4-5, 2018
Marriott East, Indianapolis

In the state of Indiana, we are always searching for ways to meet the needs of the students in our classrooms. Join together with others across the state to explore the following topics:

Best Practices for Mathematics Instruction

- Student Engagement in Meaningful Learning
- Access, Equity and Empowerment
- Integration of Technology
- Integrated Learning - STEM and Problem/Project Based Learning
- Effective Formative/Summative Assessments
- Become a More Effective Instructional Coach
- Implementing IN Content and Process College and Career Standards
- Creating a Culture of Learners Using Growth Mindset and Goal Setting
- Intervention and Remediation - What is working?
- Using the New State Assessment to Increase Student Learning

For registration information go to: 2018 Fall Conference Registration

PRISM Fall Moodle Courses

We are offering three FREE online training courses beginning in July. We offer Professional Growth Plan (PGP) points for each course.

Basic Moodle for Teachers (10 PGP Points)
October 9 - November 6

A basic introduction to Moodle 3.1. You will learn how to build a classroom course and populate it with files, assignments and quizzes.

Intermediate Moodle for Teachers (10 PGP Points)
October 10 - November 7

A continuation from the Basic Moodle for Teachers course. Choose this course if you already have Moodle experience and would like to learn how to use some of the more advanced features like wikis, databases, lessons, and RSS feeds.

Advanced Moodle for Teachers (10 PGP Points)
October 11 - November 8

A continuation from the Intermediate Moodle for Teachers course. This course will take the Intermediate level course a step further as participants learn advanced gradebook features, groups and groupings, conditional activities, and the workshop activity module.

All of the courses are completed online at your-own-pace during your own free time.

If you would like to register for a course, please visit the PRISM website, login, and click the 'Event Registration' link. Use the drop-down menu to select the appropriate course and click the 'Registration Form' button. You will see a complete description of the course. To sign up, scroll down and enter your information. You should receive a confirmation email. If you do not receive a confirmation email, please contact us.

Moodle Tutorials

PRISM hosts several Moodle tutorials to help you learn how to use the various activities and resources found in the Moodle LMS.

- Assignment Activity
- Lesson Activity
- Linking to Files and Resources
- Quiz Activity

Visit here for the full list of tutorials.

The Moodle Docs website also offers great tutorials and help on how to use all aspects of the Moodle LMS.

What PRISM Can Do For You!

- Easily find the perfect teaching and learning resources from our library of over 5,000.

- Save a list of your favorite resources for quick retrieval.

- Create and share lesson plans that teach your subjects utilizing your favorite resources.

- Develop online classrooms with interactive assignments, lessons, quizzes and more!

- Store your classroom materials online so that they are available to you from any computer.

- Reach your students more effectively by using web media for the digital age.

- Earn PGP points by completing PRISM led online Moodle course – either Beginning Moodle or Intermediate Moodle courses are available to you at no cost several times throughout the year.

- Select from free learning resources that emphasize visualization, rich context, staged-problem solving, and electronically enabled collaboration / communication.

- Augment your own dynamic presence in the classroom with teaching tools that mirror the skills needed for success in higher education and the 21st Century workplace.

*Through our strong support from the **Lilly Endowment** and others, we are constantly growing and improving. Check our site regularly to see what new resources you can use in your classroom.*

www.rose-prism.org