

An illustration on a blue background showing several pairs of hands in different colored sleeves (green, red, orange, black, pink, purple, yellow) interacting with various electronic devices. The devices include smartphones, tablets, and a laptop. Some screens show a stylized sunburst icon. The hands are arranged in a circular pattern around the central text.

# Strategies Before Tools

Building Sustainable Routines with the Tech  
Integration Toolkit

# Session Outline

- Icebreaker
- Strategy Before Tools
- Exploring the toolkit...
  - by Routine
  - by Tool
  - by Skill
- How would you use?
- Joining the Crowd!

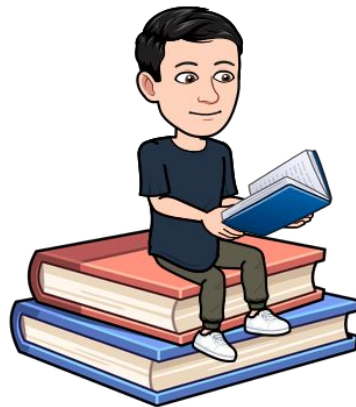


# Let's Get to Know Each Other!

Open the Jamboard.

Grab a sticky note and add to it:

- a) Your name
- b) Where you teach, what you teach,  
and who you teach
- c) Your favorite edtech tool



**Jeff Goumas**

Sr. Technical Advisor &  
CrowdED Learning Director

World Education

# Let's Unpack the Previous Activity

## Factors

- I don't know anyone on the call
- You all have access to devices
- Assumption you can  
a) click on links, b)  
use common  
engagement tools

## Strategies

- [Life Experience Connections](#)
- [Check-ins](#)

## Tools

- Jamboard
- Padlet
- Zoom chat
- Mentimeter
- Google Sheets



Jamboard

# What does “strategy before tools” mean?



## March 2020...

- Learning needed to continue
- We were inundated with:
  - Tech tool trainings
  - Free software licenses (til they weren't)
  - Complete uncertainty



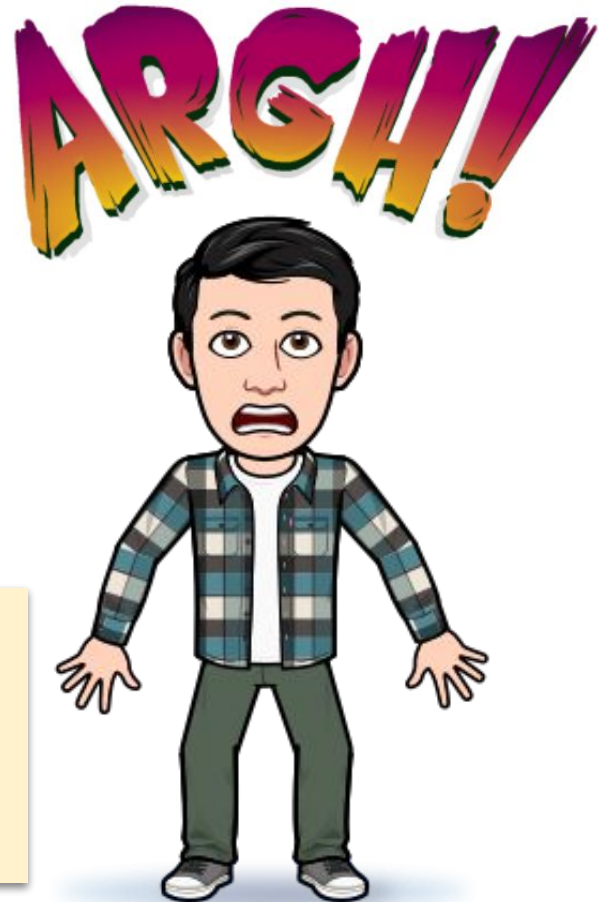
# Where we've landed...

Seeing the benefits of:

- More options for learners
- More options for teachers

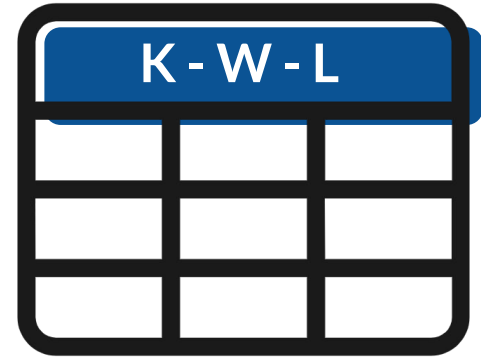
But continue to feel...

*There is a recognized need for more strategic use of edtech that can be leveraged within new, flexible models.*



# What is a **replicable** edtech routine?

A **replicable** edtech integration routine is one that can be incorporated into any instructor's repertoire and adapted for teaching in virtual, hybrid, or in-person learning environments as well as across subject- and topic-areas





# Establish Consistency for Learners

Greeting Customers

Going the Extra Mile

Difficult Customers

Source: [Integrating Google Applications on a Weebly Site](#),  
Kris Klas + Laura Temalil.

# BEST Course - Building Strategic Routines

- Offered to IDEAL Member States (DC is one!)
- Instructors design a pair of sustainable, strategic edtech routines



[Check out these sample routines](#)  
from the Arizona Fall  
2021 BEST cohort!

# To the JAM!

Go to Frame 2

Add a sticky note that includes:

- a) an edtech routine you use
- b) the edtech tool you use for that routine



# Let's Dive Into the Toolkit!



# Let's Get the Toolkit!

1. Scan this code.
2. The toolkit will launch in your phone's default browser.
3. Add the page to your home screen, which will allow it to function as an app moving forward.

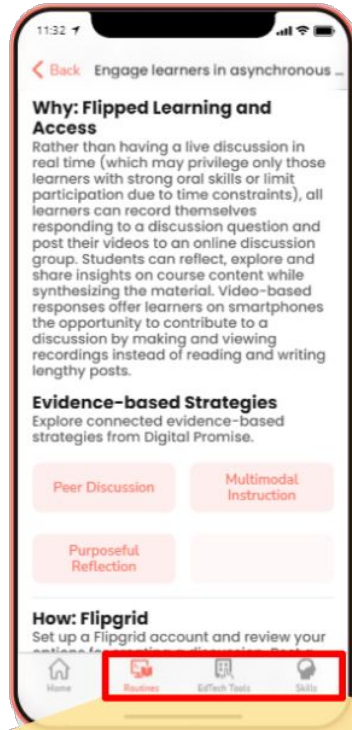


[Link to the toolkit](#)



[Video tutorial of how to install a Glide app on your device](#)

# The Goal? Strategic EdTech Integration



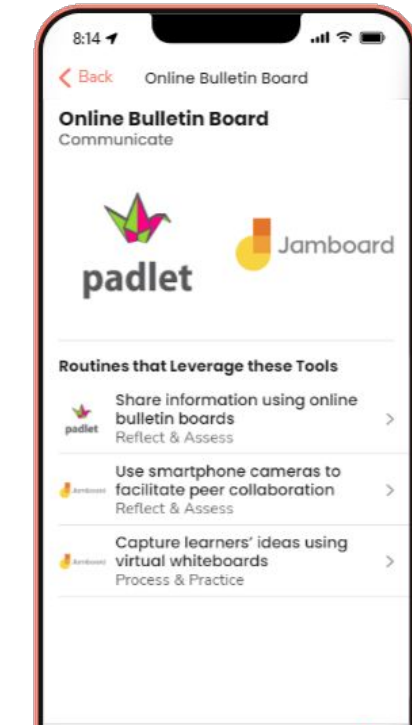
**By Routine:** What are my goals for using edtech? What do I want learners to be *doing*.

**By Tool:** What edtech tools am I using? In what ways can I expand their use?

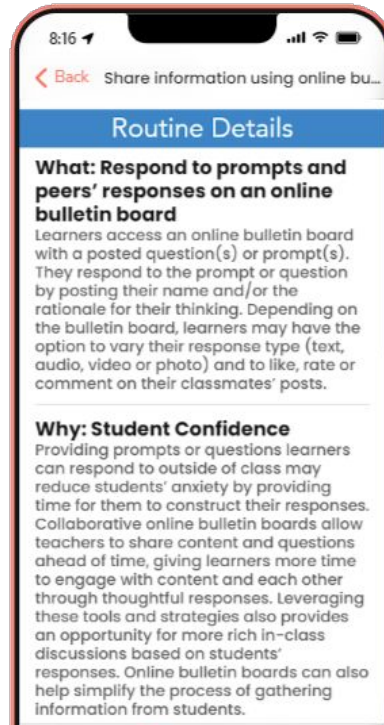
**By Skill:** What skills are important for learners? How can I integrate these into my regular practice?



# Connect Across Tools, Routines, Skills



By Tool



By Routine



By Digital Skill(s)

# Part 1: Routines





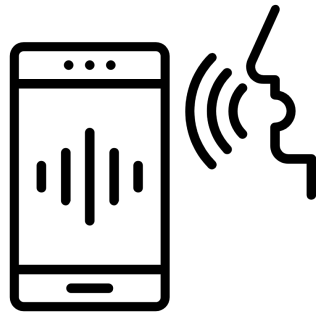
# Consider a Regular Occurring Activity



Questions with <i>can</i>		
Can	I you we they he she	

Short Answers with <i>can</i>					
Yes,	I you we they he she	can.		No,	I you we they he she
					can't.

# What goals do you have?



## For learners...

- More speaking and listening practice.
- The ability to practice at their own pace.
- The ability to hear other students.

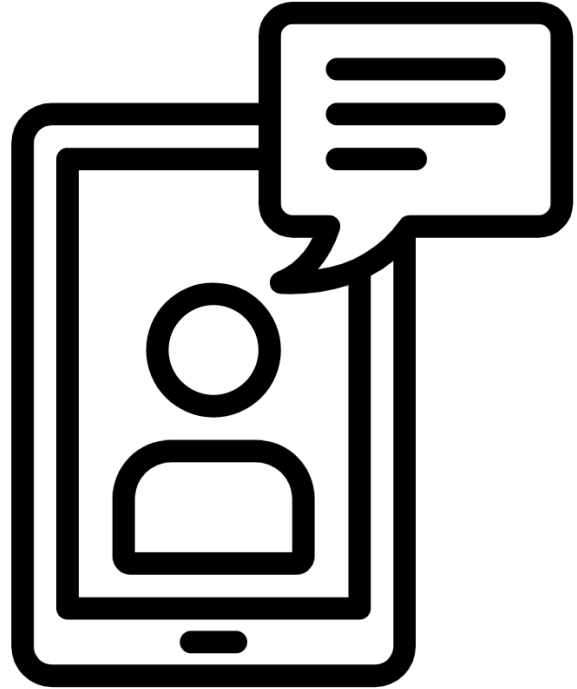
## For you (instructor)...

- The ability to check learners' progress.
- The ability to *model* and provide feedback.
- The ability to check learners' work in one place.

# What is the routine?

## **What: Prompt individual recorded responses on an online video discussion platform**

Learners record themselves responding to a discussion prompt and then upload their video to a messaging platform. Learners can make and post additional recordings in response to their classmates' videos or write text comments to continue the discussion.



# Why is this an effective routine?

## Why: Flipped Learning and Access

Rather than having a live discussion in real time (which may privilege only those learners with strong oral skills or limit participation due to time constraints), all learners can record themselves responding to a discussion question and post their videos to an online discussion group. Students can reflect, explore and share insights on course content while synthesizing the material. Video-based responses offer learners on smartphones the opportunity to contribute to a discussion by making and viewing recordings instead of reading and writing lengthy posts.

## Evidence-based Strategies

Explore connected evidence-based strategies from Digital Promise.

Peer Discussion

Multimodal  
Instruction

Purposeful  
Reflection

# How do you implement the routine?

## How: Flipgrid

Set up a Flipgrid account and review your options for creating a discussion. Post a discussion or reflection prompt, e.g., "Are video games good for children? Why or why not?" Make your own video response and post it as an example. Demonstrate how to use the site during a virtual meeting, then share the join code or link with your students. Have learners record and post to the site outside of class and encourage learners to respond to their classmates' videos.

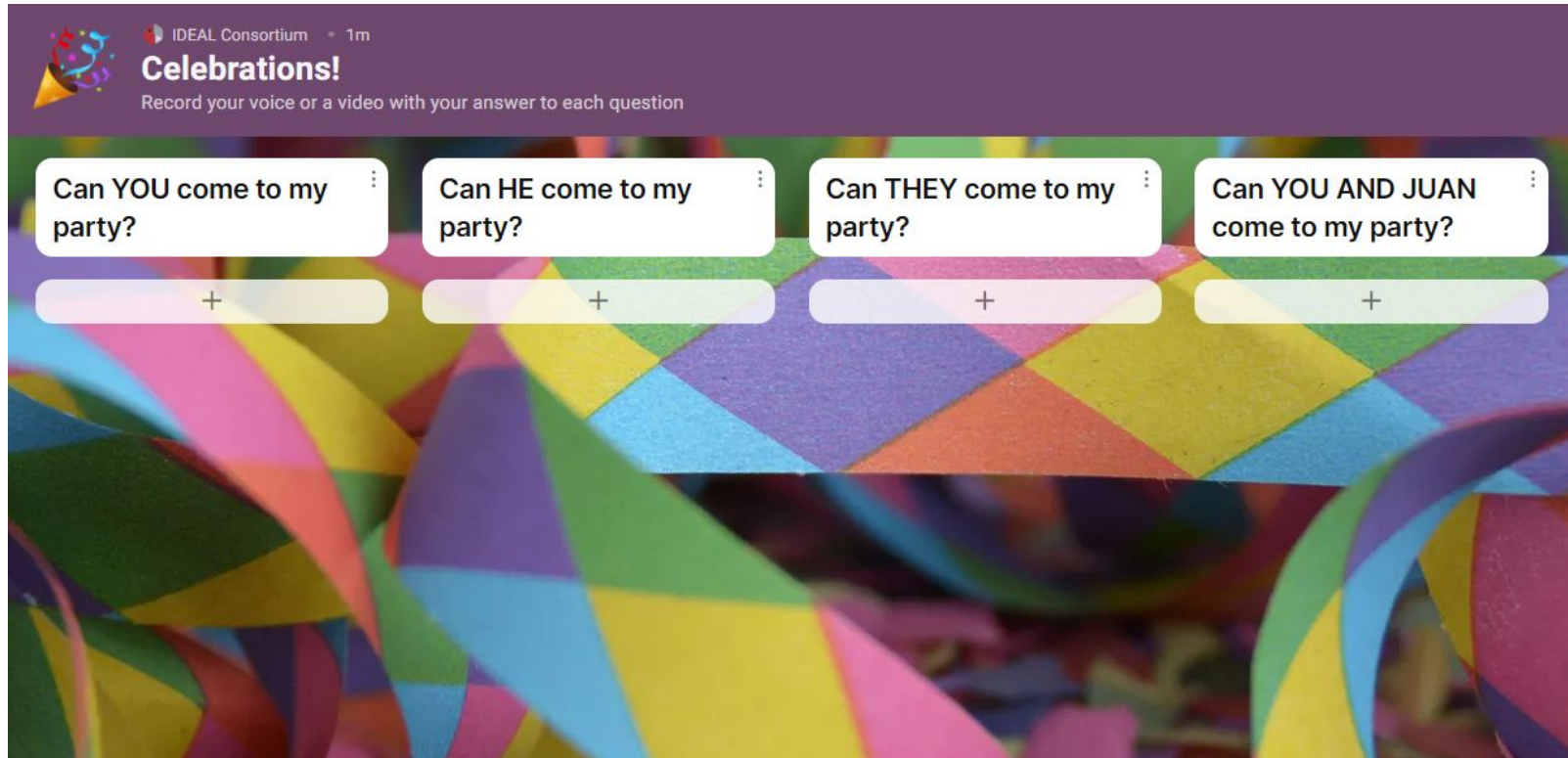


**Flipgrid**



**padlet**

# Routine Implementation: Lesson Level



[Link to Padlet](#)

# Consistent Routine, Every Lesson

#	Lesson	Language Activity
1	<u>First English Class</u>	<i>Say your first name.   Spell your first name.</i>
2	<u>In the Classroom</u>	<i>She is a student.   She's a student.</i>
3	<u>Numbers</u>	<i>What's his phone number?   His phone number is ____.</i>
4	<u>Around the Clock</u>	<i>What time is it?   It is ____ in the ____.</i>
5	<u>The Calendar</u>	<i>When is your birthday?   My birthday is ____.</i>
6	<u>Places to Go</u>	<i>What is the address of ____?   The address is ____.</i>
7	<u>Countries &amp; Nationalities</u>	<i>Where are you from?   I am from ____.</i>
8	<u>Celebrations</u>	<i>Can you come to the party?   Yes/no I ____.</i>



# Part 2: EdTech Tools





# To the JAM!

Go to Frame 3

Consider the tool you shared  
on Frame 1.

Categorize it into one of the  
categories on Frame 3.



# Select an Appropriate Tool

Most routines have multiple options...

The image displays four overlapping KWLH Chart templates, each designed for a different Google tool. The templates are arranged from left to right, with each subsequent one slightly offset to the right and bottom.

- Slides:** A template with a blue header bar. The main content area is divided into two columns: 'What I know' (with a brain icon) and 'What I want to know' (with a question mark icon). Below these columns, there are two bullet points: 'My classmates celebrate different holidays' and 'Most people celebrate birthdays'.
- Jamboard:** A template with a green header bar. It features two large, empty rectangular boxes for 'What I know' and 'What I want to know', each with a brain icon and a question mark icon respectively.
- Docs:** A template with a green header bar. It includes a 'Name' field with 'Student 1' entered. Below this, there are two columns for 'What I know' and 'What I want to know', each with a brain icon and a question mark icon. The 'What I know' column has a note: '[In this column write what you already know about the topic]'. The 'What I want to know' column has a note: '[In this column write what you want to know about the topic]'. Below these columns, there are two more columns: 'What I learned' (with a lightbulb icon) and 'How I learn more' (with a laptop icon).
- Sheets:** A template with a green header bar. It features a table with five columns: 'Student Name', 'What I know' (with a brain icon), 'What I want to know' (with a question mark icon), 'What I learned' (with a lightbulb icon), and 'How I learn more' (with a laptop icon). The table has multiple rows for data entry.

Slides

Jamboard

Docs

Sheets

# Let's Examine Different Tools

We are about to study a new topics!

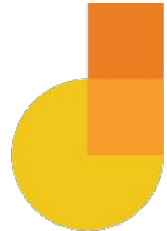
## *Current Events: Generative AI*

1. Click on one of the links (the tool of your choice)
2. Complete the K + W portions
3. Go to the Jamboard (Frame 4) and ID the advantages of disadvantages

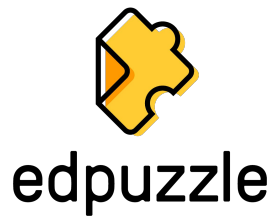
***Independent***



***Whole Group***



# Simplicity Matters!

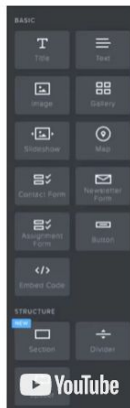


## Matching EdTech Tools to Strategies: Integrating Google Applications on a Weebly Site

By Jeffrey Goumas. Due on Dec. 23rd, 11:59pm

### Why Weebly?

- The basic version is free
- It's drag and drop
- Very customizable and professional looking
- We were already familiar



OPEN ENDED QUESTION

Name at least one of the factors that impacted why they started using Weebly?

Rewatch

Submit

In this Distance Education Strategy Session lightning talk, Adult ESOL instructors Kris Klas and Laura Tamali from St. Paul Adult Basic Education (MN) share the process they went through to select multiple Google applications which they then embedded on a Weebly site to support distance education. Watch the video, then answer the questions that follow.



What is the focus of much of Kris and Laura's instruction? \*

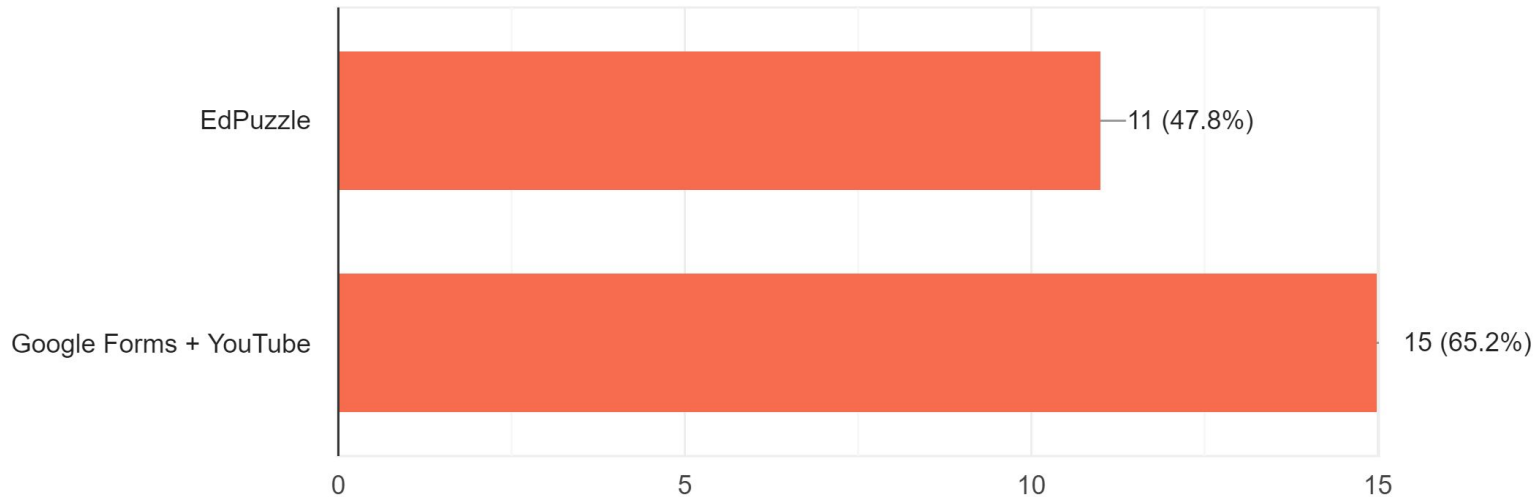
1 point

- ☐ GED level math
- ☐ Early intermediate level reading
- ☐ Career + workplace skills
- ☐ Digital literacy

# What teachers say...

Based on your experience, which of these two tools would you be more likely to use to provide video-based learning and comprehension practice with your learners?

23 responses



# To the JAM!

Go to Frame 4

Identify the advantages and disadvantages of the tool you used

Doing the activity with this tool would allow students to...

Using this tool might be challenging because...



# Part 3: Digital Skills



# Integrating Digital Skills

## **Produce Multimedia**

Video tools such as Flipgrid can increase learners' multimedia skills. Flipgrid has a number of features and effects such as a notes feature that allows the speaker to view script notes as they record or a whiteboard effect that allows the speaker to include text and drawings with their video. Once learners have produced and responded to basic Flipgrid videos, introduce one or two of these features or effects and ask students: "What makes a video engaging or interesting? What does [this feature/effect] do? How does it improve the viewer's experience? Would you want to use this? Why?"

## **Post on Social Media**

When using a tool such as Flipgrid, learners are creating videos that others in their class will see. Because they are "broadcasting" information about themselves, learners need to make similar considerations to those they'd make when posting video content to social media. Ask: Who has ever posted or shared a picture or video on social media? Are there certain things you might do differently when sharing outwardly to a group on social media as opposed to when sharing with just one person?



# Digital Skills Library

74 skills across ten categories (“domains”)...



Communication



Creation



Device Ownership



Gateway Skills



Information Skills



Lifelong Learning



Mobile



Online Life



Privacy + Security



Workplace

[Link to Seattle Digital Equity Initiative Digital Skills Framework](#)

# To the JAM!

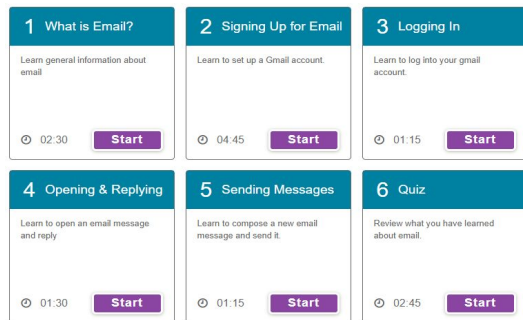
Go to Frame 5

Identify 1-2 skills you feel  
are most critical for learners  
to possess.

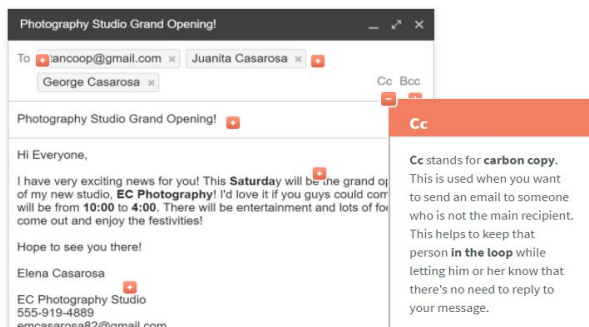


# Choose the Resource that Works Best

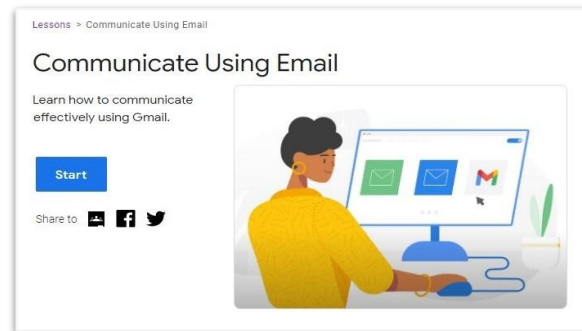
## Skill: EF.8 *Get an email account*



E modules



Print + Video  
Tutorial



Project-based  
Learning

# Current Resources

Various modalities:

- Text-based articles
- Videos
- Interactive emodules
- Project-based
- Quizzes

Check out the [Digital Skills Library](#) for more resources!



**Wisc-Online**

Basic Computer Skills MOOC  
By teachers. For students. Get unstuck.

# What's Next?

- Full integration of the [Digital Skills Library](#) activities
- New teacher created routines from IDEAL 103 BEST Course
- More supporting resources around edtech tools
- Sharing of teacher created materials in SkillBlox

## Avoid Online Scams

Learn to identify and avoid online scams by analyzing a real-life situation in a group.

## Manage Your Time With Google Sheets

Analyze your day and use what you learn to spend your

## Start a Resume

Create an effective resume that highlights your experience and achievements using a template from Google Docs.

🕒 45 - 90 minutes

# Next Steps!



# Join the Crowd!

- Explore the app!
- Provide feedback within the app
- Submit a digital skills resource via our Digital Skills Library
- Sign up for the CrowdED Learning Newsletter!

[Sign up for the newsletter](#)





# EdTech Bytes | Fridays, May 2023

## Zero to Hero



ChatGPT was released in November of 2022. Get caught up with what has happened since.

## Power of Open



A company called OpenAI leads the charge in generative AI. Why is "open" so significant?

## Generative Artificial Intelligence

## Making it Work



Adult educators and workforce developers are already putting these tools to use. Hear their stories!

## Humans in Focus



Developments in AI are happening fast. What will it mean to keep equity and ethics in focus?

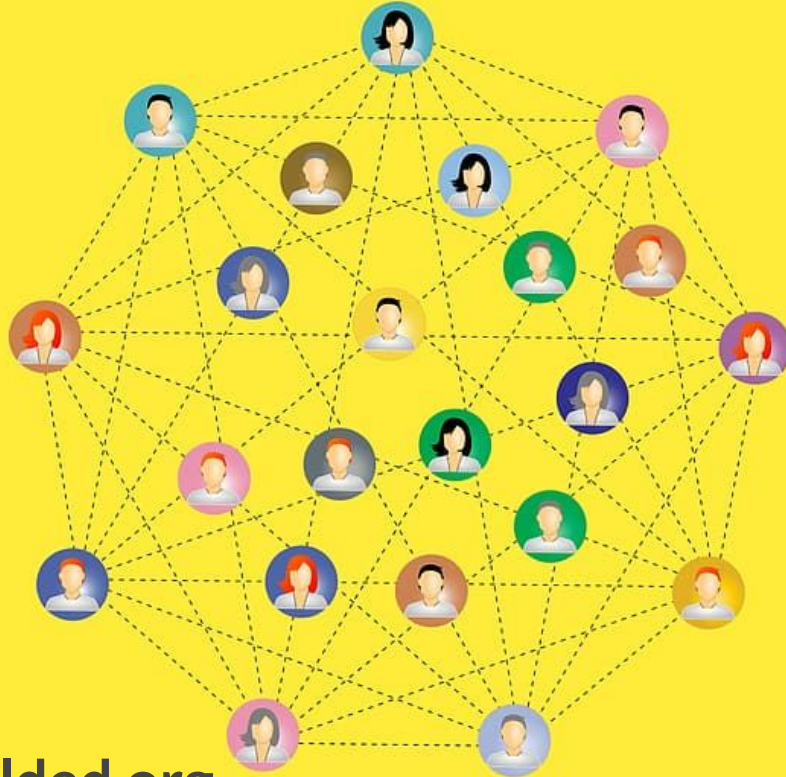


**WORLD EDUCATION**

**1-1:30 PM Eastern**



# Questions?



Jeff Goumas  
jeffrey\_goumas@worlded.org

# Comparing EdTech Tools

Consider the advantages and disadvantages of the following tools for a KWLH routine



## JAMBOARD

## GOOGLE SHEETS

## GOOGLE SLIDES

ADVANTAGES

DISADVANTAGES

# Tool Categories

Categorize the tools you shared in the first frame based on what part of teaching and learning they support. Some tools fit more than one category.



**Communicate**

**Instruct**

**Assess**

**Manage**

**Create**

# Digital Skills

Identify 1-2 digital skills you feel are most critical for learners to possess.

