

Re-purposing Technology Lesson Plan

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TE 831

Summary:

Lesson title: APA vs. MLA citations

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Subject area: Science

Technology used: Pear Deck, Google Classroom, Chromebooks/cell phones

Length of lesson: one 55 minute class period

Suggested grade level: High School

Lesson Objectives: Students will be able to distinguish between MLA and APA citations, and understand when, why and how to properly cite scientific information and ideas in a lab report, or other piece of scientific writing; i.e. to practice digital citizenship in science writing.

Student NETS Standards Alignment: Students apply digital tools to gather, evaluate and use information.

Materials: Every student needs access to a smart device (chromebook, smart phone, IPAD, etc.). I will use my desktop computer to access Pear Deck and use a projector that that we can follow along as a class. Other resources: internet connection, google classroom (to post lesson materials). Lesson materials include: Pear Deck Presentation, Salmon GMO article and missing citations worksheet.

Lesson Procedure: I will lead the class through the interactive Pear Deck Presentation (which can be accessed from Google Classroom posting), as students learn what to distinguish what types of information need to be cited, and what does not, as well as the differences between MLA and APA. Students will have opportunities to practice identifying if a certain type of citation is MLA or APA, and finally, students will be given an article on genetically modified salmon to read, and type paragraph that is missing citations from the article. Students will need to identify and correctly insert the citations in APA format in the practice paragraph.

Additional Resources:

I have included a link to a folder I created with the Pear Deck Presentation, as well as all of the additional resources. ** Note! If you do not have a Pear Deck account, you can still open the presentation with Google Slides or PowerPoint, HOWEVER, some of the interactive features will not translate in these programs.

<https://drive.google.com/folderview?id=0Bz4opVx2Qrv-YIY4eE5jQldoWVE&usp=sharing>

Reflection: I chose to create a Pear Deck Presentation, with the help of our library media specialists, because I felt that it would be a successful way to make a very dull lesson a little bit more exciting and accessible. My students were demonstrating struggles in understanding what information needs to be cited (through internal citations) and additionally they were expressing confusion and frustration about what they were learning in English class about MLA citations. I felt that although this lesson is not specifically part of the Biology content, it was an important lesson to provide for my students for all of their scientific writing that they will do in my class and in future science classes. Pear Deck allowed me to make the lesson more student centered, allowed for total participation, allowed for risk taking in my students, and finally, allowed for immediate informal assessment of if they were understanding the objectives being presented in the lesson.

TPACK played an important role in the planning, creation and implementation of this lesson. I integrated the Content Knowledge (CK) of the differences between APA and MLA, as well as how and when to use an internal citation, the Pedagogical Knowledge (PK) by knowing that if I simply made a 55 minute presentation on this subject my students would be asleep on their desks about three minutes in, as well as Technological Knowledge (TK) by using a technological resource such as Pear Deck to teach the students the content in a way that was as engaging, contextualized and accessible as possible.

The affordances of this lesson are many: as briefly stated above, using this technology to present what would be considered dry, boring and difficult material allowed for total student participation, and allowed for me to personalize it to the personality of my students and present the information in a way that would be accessible to them. I did not find any particular constraints with this lesson.

This technology can be used for any lesson, and one of my goals this summer is to spend time turning my PowerPoint presentations for each unit into Pear Deck presentations, while editing and adding in features for student response and polling. Any teacher in any content area that uses traditional presentations as one of their pedagogical tools can use Pear Deck to add some “umph” to their presentations and encourage total participation from students. In addition, the teacher can immediately assess students on their understanding, as well as track/ award participation.

This lessons supports my professional development and teaching practice because I reached out to colleagues in order to collaborate on creating a presentation on an area that I saw really needed to be addressed. I was not immediately sure how to proceed with this, but my colleagues helped me out and gave me a “tour” through the different features of Pear Deck, and I was able to implement a few relevant features into my presentation. This is program that was new to me, and this was my first Pear Deck presentation that I had created. My eyes have been opened to the potentials of using this software, and I have plans to revamp all of my presentations for the 2016-2017 school year by taking them up a level by using many of Pear Deck’s interactive features.