**Instructional Technology Use in the Classroom**

**Part 4: Materials/Assessment**

**Canva, Kahoot, ChatGPT**

Created By

**Mohammadreza Rahimiangolkhandani**

**Yuhuang Wang**

Date

**April 2023**

# **Session 1 materials:**

The presentation for the second session can be found here

* [Session 1 Presentation](https://www.canva.com/design/DAFe5CuWrvI/_xFRNknWEpcVXIf1Ud_7Pw/edit?utm_content=DAFe5CuWrvI&utm_campaign=designshare&utm_medium=link2&utm_source=sharebutton)

In the same folder as this file, you will also find a folder named "presentations." You will find the PDF version of the presentation.

Additionally, you can learn more about ethical considerations and risks associated with technology use in the classroom by watching tutorials on Youtube and reading blog articles.  
YouTube Videos:

1. [Does Technology Need to Be Ethical?](https://youtu.be/RoZ-WF5Z_1E)
2. [Ethical Issues in Using Technology in the Classroom](https://youtu.be/0XxAI9G4JqY)

Blog Articles:

1. "Ethical Issues with Using Technology in the Classroom" by Lindsay Mattison: [Click this link](https://study.com/blog/ethical-issues-with-using-technology-in-the-classroom.html)
2. "Exploring the Ethical Considerations of Technology Use With Your Students" by KellyWalsh: [Click this link](https://www.emergingedtech.com/2017/09/exploring-the-ethical-considerations-of-technology-with-your-students/)

# Session 2 materials:

The presentation for the second session can be found here

* [Session 2 Presentation](https://www.canva.com/design/DAFe-ZxHLAs/mU0r8rAJhmxfQCEvpFc1og/edit?utm_content=DAFe-ZxHLAs&utm_campaign=designshare&utm_medium=link2&utm_source=sharebutton)

In the same folder as this file, you will also find a folder named "presentations." You will find the PDF version of the presentation.

Additionally, you can learn more about creating interactive multimedia lessons using Canva by watching tutorials on Youtube and reading blog articles.  
YouTube Videos:

1. [Engage Students with Presentations | Canva For Education](https://youtu.be/EMZlGtD91Po)
2. [How to search and edit templates | Canva for Teachers](https://youtu.be/gbYcvBHAQ_U)

Blog Articles:

1. "How To Create Stunning Interactive Content With Thinglink And Canva" by Kyla Ball: [Click this link](https://www.thinglink.com/blog/canva/)
2. "Canva In The Classroom: Getting Started, Example Designs, And Tips!" by [Genevieve Lipp](https://learninginnovation.duke.edu/blog/author/gml8duke-edu/): [Click this link](https://www.theedublogger.com/canva/)

# 

# Session 3 materials:

The presentation for the third session can be found here

* [Session 3 Presentation](https://www.canva.com/design/DAFfF7uMqdA/XY5O1VQrycFHTxgJe4dtSA/edit?utm_content=DAFfF7uMqdA&utm_campaign=designshare&utm_medium=link2&utm_source=sharebutton)

In the same folder as this file, you will also find a folder named "presentations." You will find the PDF version of the presentation.

Additionally, you can learn more about creating effective assessment using Kahoot by watching tutorials on Youtube and reading blog articles.  
YouTube Videos:

1. [5 Minute Guide to Kahoot](https://youtu.be/pAfnia7-rMk)
2. [How to use Kahoot! reports to assess learning outcomes](https://youtu.be/L6vJsGWMvfc)

Blog Articles:

1. "How to use Kahoot! for formative assessment and insights-driven instruction" by [Daria Golubeva](https://kahoot.com/blog/author/daria/): [Click this link](https://kahoot.com/blog/2021/02/11/formative-assessment-kahoot/#:~:text=You%20can%20combine%20several%20kahoots,to%20further%20deepen%20the%20assessment.)
2. "Kahoot! as Formative Assessment" by [Genevieve Lipp](https://learninginnovation.duke.edu/blog/author/gml8duke-edu/): [Click this link](https://learninginnovation.duke.edu/blog/2015/07/kahoot-as-formative-assessment/)

# 

# Session 4 materials:

The presentation from the fourth session can be found here

* [Session 4 Presentation](https://www.canva.com/design/DAFe-qyR3TM/8c3HTmbQRzb6xKnuYDVNyw/view?utm_content=DAFe-qyR3TM&utm_campaign=designshare&utm_medium=link2&utm_source=sharebutton)

In the same folder as this file, you will also find a folder named "presentations." You will find the PDF version of the presentation.

Additionally, you can learn more about gamification in education by watching tutorials on Youtube and Linkedin Learning.  
YouTube Videos:

1. [Gamifying Education - How to Make Your Classroom Truly Engaging - Extra Credits](https://www.youtube.com/watch?v=MuDLw1zIc94)
2. [The Power of Gamification in Education | Scott Hebert | TEDxUAlberta](https://www.youtube.com/watch?v=mOssYTimQwM)
3. [TEDxKids@Brussels - Gabe Zichermann - Gamification](https://www.youtube.com/watch?v=O2N-5maKZ9Q)

LinkedIn Learning Tutorials:

1. "Gamification of Learning" by Karl Kapp: [Click this link](https://www.linkedin.com/learning/gamification-of-learning)
2. "Gamification for Interactive Learning" by Monica Cornetti: [Click this link](https://www.linkedin.com/learning/gamification-for-interactive-learning)
3. "Game Design Foundations" by Brenda Romero:[Click this link](https://www.linkedin.com/learning/game-design-foundations)

# Session 5 materials:

**Sample of student writing for analysis:**

| Environement  The enironment is a topic that many people feel passionate about. It's essential to take care of our planet to ensure a healthy future for generations to come. However, there are many issues that we face when it comes to preserving the environment.  One of the most pressing issues is pollution. Factories and cars release harmful chemicals into the air and water, which can be dangerous to humans and wildlife. In addition, many people do not dispose of their trash properly, leading to litter and further pollution.  Another issue is deforestation. Many forests around the world are being cut down for commercial use, such as logging and farming. This leads to a loss of habitat for animals and can contribute to climate change by reducing the number of trees that absorb carbon dioxide.  Climate change is another significant concern for the environment. The Earth's temperature is rising due to the increase in greenhouse gases like carbon dioxide. This is causing extreme weather events, such as hurricanes and droughts, which can be devastating for communities and the environment.  To combat these issues, we must take action. Governments can pass laws and regulations to limit pollution and protect forests and wildlife. Individuals can also make a difference by reducing their carbon footprint and properly disposing of their waste.  We can all do our part to help the environment. By using public transportation or carpooling, we can reduce our carbon emissions. Recycling and composting are other ways to reduce waste and keep our planet clean. Additionally, we can support organizations that work to protect the environment and spread awareness about these important issues.  In conclusion, the environment is a crucial topic that requires our attention and action. Pollution, deforestation, and climate change are just a few of the issues we face. By taking steps to reduce our impact and supporting efforts to protect the environment, we can ensure a healthy future for ourselves and the planet. However, it is important that we all take responsibility for our own actions and not rely solely on others to solve these issues. |
| --- |

**A step-by-step guide to use ChatGPT for feedback**

| Note:  It is entirely ChatGPT that generates these steps. ChatGPT can be asked for help each time a new version is released, so it is always up-to-date. |
| --- |

| Here's a step-by-step guide for using ChatGPT to provide feedback:   1. Start by introducing yourself to ChatGPT and letting it know that you would like to provide feedback on a piece of writing. For example, you might say something like, "Hi, ChatGPT! My name is [your name], and I would like to get your help with providing feedback on a piece of writing." 2. Provide ChatGPT with the piece of writing that you would like to provide feedback on. You can either type out the text or copy and paste it into the chat window. 3. Ask ChatGPT for its initial thoughts on the piece of writing. For example, you might say, "What do you think of this piece of writing? Do you have any initial thoughts?" 4. Based on ChatGPT's initial thoughts, ask follow-up questions to get more specific feedback. For example, if ChatGPT mentions that the writing is well-organized, you might ask, "What specifically do you think is well-organized about the writing?" or "Do you have any suggestions for how the writer could improve the organization even further?" 5. As ChatGPT provides feedback, take notes on what it says and use that information to provide more detailed feedback to the writer. For example, if ChatGPT suggests that the writer could use more specific examples to support their argument, you might give a few examples of what those particular examples could look like. 6. After you have gathered enough feedback from ChatGPT, summarize your thoughts and provide constructive criticism to the writer. Be sure to focus on both the strengths and weaknesses of the writing and offer suggestions for how the writer could improve their work. 7. Before ending the session, thank ChatGPT for its help and ask if there is anything else it can suggest to improve the writing. For example, you might say, "Thanks for your help, ChatGPT! Do you have any final suggestions for how the writer could improve this piece of writing?" |
| --- |

The presentation from the last session can be found here

* [Session 5 Presentation](https://www.canva.com/design/DAFe_L_Rxco/cpJw55Y4DKf7KDtfWygNtQ/edit?utm_content=DAFe_L_Rxco&utm_campaign=designshare&utm_medium=link2&utm_source=sharebutton)

If anyone is interested to learn more about ChatGPT in Education and for teachers, here is a list of useful resources.

* Chat GPT for Teachers in Education: [Click this link](https://www.udemy.com/course/chatgpt-in-education/)
* [What is ChatGPT, and why does it have educators worried?](https://www.youtube.com/watch?v=Fn8jDanbf0c)
* [Revolutionizing Education with ChatGPT: How AI is Transforming the Way We Learn](https://www.youtube.com/watch?v=ZoXt2KahxXI)

# Rubric for the Session 1 Qualitative Assessment Task: Action Plan for Ethical Technology Integration

| Level | Exemplary | Proficient | Developing | Emerging |
| --- | --- | --- | --- | --- |
| Identification of Risks and Ethical Considerations | Thoroughly identifies three relevant risks or ethical considerations in the classroom | Identifies three risks or ethical considerations, but some may lack depth | Identifies fewer than three risks or ethical considerations or some are unclear | Incomplete or inaccurate identification of risks or ethical considerations |
| Strategies for Mitigation and Equitable Access | Comprehensive, well-reasoned strategies addressing all identified risks and ethical considerations | Adequate strategies addressing most identified risks and ethical considerations | Limited strategies addressing some identified risks and ethical considerations | Incomplete or ineffective strategies for risk mitigation and equitable access |
| Action Plan Structure and Coherence | Well-organized, coherent action plan that effectively outlines identified risks, ethical considerations, and proposed strategies | Mostly organized, coherent action plan with minor inconsistencies | Somewhat organized action plan with limited coherence and flow | Disorganized, incoherent action plan lacking structure and flow |
| Rationale and Understanding of Equitable Access | In-depth rationale for proposed strategies; demonstrates understanding of equitable access | Rationale provided for proposed strategies; demonstrates understanding of equitable access | Limited rationale provided for proposed strategies; some understanding of equitable access | Superficial or missing rationale; limited understanding of equitable access |

# Rubric for the Session 2 Qualitative Assessment Task: Design a Multimedia Lesson Using Canva

| Level | Exemplary | Proficient | Developing | Emerging |
| --- | --- | --- | --- | --- |
| Use of Multimedia Elements | Skillfully incorporates a variety of multimedia elements that enhance the lesson | Incorporates a variety of multimedia elements, but some may not effectively enhance the lesson | Incorporates some multimedia elements, but the variety is limited or not well-integrated | Limited or ineffective use of multimedia elements in the lesson |
| Effective Design Principles | Demonstrates excellent understanding and application of effective design principles | Demonstrates a good understanding and application of effective design principles, with minor inconsistencies | Demonstrates some understanding and application of effective design principles, but with limited effectiveness | Limited or ineffective application of effective design principles |
| Engagement and Learning Outcomes | Lesson is highly engaging and clearly enhances learning outcomes | Lesson is engaging and has the potential to enhance learning outcomes, with minor improvements needed | Lesson is somewhat engaging, but its potential to enhance learning outcomes is limited | Lesson is not engaging and has little potential to enhance learning outcomes |
| Written Explanation | Provides a clear, well-reasoned explanation of how the multimedia lesson follows effective design principles and enhances learning outcomes | Provides an explanation of how the multimedia lesson follows effective design principles and enhances learning outcomes, with minor inconsistencies | Provides a limited explanation of how the multimedia lesson follows effective design principles and enhances learning outcomes | Incomplete or unclear explanation of how the multimedia lesson follows effective design principles and enhances learning outcomes |

# Rubric for the Session 3 Qualitative Assessment Task: Design a Kahoot Quiz for Peer Assessment

| Level | Exemplary | Proficient | Developing | Emerging |
| --- | --- | --- | --- | --- |
| Kahoot Quiz Design | Skillfully designs an engaging, accessible quiz with questions that effectively measure the key concepts and skills from the workshop | Designs a quiz with questions that measure the key concepts and skills, but some may not be as engaging or accessible | Designs a quiz with some questions related to the key concepts and skills, but the variety or depth is limited | Limited or ineffective design with few questions related to the key concepts and skills from the workshop |
| Reflection on Quiz Engagement and Assessment | Provides a clear, well-reasoned reflection on how the quiz engages participants, measures their understanding of the workshop content, and how this type of assessment can be used in a classroom setting | Provides a reflection on how the quiz engages participants and measures their understanding of the workshop content, with minor inconsistencies | Provides a limited reflection on how the quiz engages participants and measures their understanding of the workshop content | Incomplete or unclear reflection on how the quiz engages participants and measures their understanding of the workshop content |
| Application of Workshop Concepts | Demonstrates excellent understanding and application of workshop concepts and skills in the quiz design | Demonstrates a good understanding and application of workshop concepts and skills, with minor inconsistencies | Demonstrates some understanding and application of workshop concepts and skills, but with limited effectiveness | Limited or ineffective application of workshop concepts and skills in the quiz design |

# Rubric for the Session 4 Qualitative Assessment: Gamification Design Challenge

| level | Exemplary | Proficient | Developing | Emerging |
| --- | --- | --- | --- | --- |
| Understanding of gamification strategies | * Be able to evaluate the effectiveness of gamification strategies using formative assessments. * Be able to analyze and compare the impact of different gamification strategies on student motivation and engagement. | * Be able to design and implement gamification strategies in their own teaching context. * Be able to identify which gamification strategies are appropriate for different teaching situations. | * Understand the different types of gamification strategies that can be used in teaching. * Understand the benefits of using gamification strategies in teaching. | * Recognize the term "gamification" and have a basic understanding of what it means. * Understand that gamification is a tool used to increase motivation and engagement among students. |
| Ability to apply gamification strategies to teaching context | * Able to evaluate the impact of gamification strategies on student learning outcomes using formative assessments. * Able to share successful gamification strategies and best practices with colleagues and other educators. | * Able to design and implement creative and innovative gamification strategies that address specific teaching challenges. * Able to adapt and modify gamification strategies to meet the needs of different student populations. | * Able to design and implement effective gamification strategies that increase student motivation and engagement. * Able to integrate technology tools effectively into gamification strategies. | * Able to incorporate simple gamification strategies in their teaching. * Able to identify appropriate tools and resources for gamification. |
| Collaboration and active learning | * Applies advanced collaboration and active learning techniques, such as critical thinking and problem-solving, to group activities. * Develops and implements effective strategies for conflict resolution. * Mentors and supports peers in developing their collaboration and active learning skills. | * Takes on leadership roles in group activities. * Helps peers to develop their ideas and strategies. * Facilitates productive group discussions and brainstorming sessions. | * Actively engages in group activities and discussions. * Provides constructive feedback to peers. * Seeks feedback and suggestions from peers. | * Participates in group activities and discussions. * Shares ideas and opinions with the group. * Listens actively to others' ideas and opinions. |

# Rubric for the Session 5 Qualitative Assessment: ChatGPT Implementation Plan

| level | Exemplary | Proficient | Developing | Emerging |
| --- | --- | --- | --- | --- |
| Knowledge of AI language models and their potential applications in education | Shows excellent understanding of AI language models and their applications and can analyze and evaluate their impact on education | Shows good understanding of AI language models and their applications and can apply them to examples or scenarios | Shows some understanding of AI language models and their applications, but lacks clarity or depth | Demonstrates little or no understanding of AI language models and their applications |
| Proficiency in using ChatGPT to provide personalized feedback on student writing | Expert in using ChatGPT to provide feedback and can provide personalized feedback effectively and efficiently | Proficient in using ChatGPT to provide feedback on student writing and can adjust feedback based on student needs | Able to use ChatGPT to provide feedback but needs guidance or practice to improve proficiency | Unable to use ChatGPT to provide feedback or struggles to use it effectively |
| Ability to evaluate the impact of technology on student learning outcomes | Shows excellent understanding of how to evaluate the impact of technology on learning outcomes and can analyze and evaluate the data to inform instruction and improve student learning. | Shows good understanding of how to evaluate the impact of technology on learning outcomes and can design effective assessments | Shows some understanding of how to evaluate the impact of technology on learning outcomes but lacks clarity or depth | Demonstrates little or no understanding of how to evaluate the impact of technology on learning outcomes |

# Summative Assessment:

TED Talk-Style Summative Assessment: Sharing Your Growth and Learning

Objective:

For this summative assessment, participants will deliver a compelling TED-style talk sharing the story of their most significant growth and learning during the professional development program. The presentation should demonstrate the participants' understanding and application of the various instructional technologies and concepts covered throughout the program.

Requirements:

* Maximum talk duration: 5 minutes
* Maximum number of slides: 10
* Use Canva to create your presentation
* Include a clear beginning, middle, and end in your talk
* Address key take-aways from each of the five sessions
* Share personal examples or anecdotes to support your growth story

Guidelines:

* Begin by introducing yourself, the purpose of the talk, and provide a brief overview of the program.
* Reflect on your learning journey and highlight key take-aways from each session:
  + Session 1: Discuss the importance of ethical considerations and inclusive practices in instructional technology.
  + Session 2: Share an example of an interactive multimedia lesson you created using Canva and explain how it improved your teaching practice.
  + Session 3: Explain how using Kahoot for assessment has impacted your students' learning and engagement.
  + Session 4: Describe how incorporating gamification into your teaching has led to positive changes in your classroom.
  + Session 5: Discuss how using ChatGPT for personalized feedback has helped you address students' individual needs and improved learning outcomes.
* Conclude your talk by summarizing your growth, lessons learned, and your vision for applying these instructional technology tools in the future.

Rubric Chart:

| Criteria | Exemplary | Proficient | Developing | Emerging |
| --- | --- | --- | --- | --- |
| Narrative, Concepts, Substance | Clear, engaging, memorable; effectively highlights key takeaways from each session | Mostly clear; covers most session takeaways but may lack depth | Somewhat clear; covers some session takeaways with limited depth | Lacks clarity, disjointed; misses key session takeaways |
| Argument, Elaboration | Thorough, persuasive; effectively supports points with personal examples or anecdotes | Mostly convincing; supports points with some personal examples or anecdotes | Somewhat convincing; limited use of personal examples or anecdotes | Minimal, unconvincing; lacks personal examples or anecdotes |
| Visuals, Presentation Design | Highly relevant, visually compelling; professionally designed slides with effective use of visuals | Mostly relevant, visually appealing; well-designed slides with appropriate visuals | Adequate, some relevance; slides may lack polish or have inconsistent visuals | Poor quality, irrelevant; unprofessional or cluttered slide design |
| Delivery, Coherence, Expression, Language | Fluent, virtually error-free; engaging voice, natural flow, and precise grammar | Mostly coherent, few errors; clear voice, good flow, and mostly correct grammar | Some coherence, several errors; uneven voice or flow, occasional grammar errors | Incoherent, numerous errors; unclear voice, poor flow, and frequent grammar errors |

Evaluation:

Participants' TED-style talks will be evaluated based on the rubric chart provided. Trainers will assess four criteria categories: Narrative, Concepts, Substance; Argument, Elaboration; Visuals, Presentation Design; and Delivery, Coherence, Expression, Language. Emerging represents the lowest quality, while exemplary signifies the highest. Participants are encouraged to use the rubric as a guide when preparing their presentations to ensure they meet the expectations and requirements.