

Let the Students Teach

Grade Cluster – 6-8

NETS-S - 1 - Creativity and Innovation

Quick Look:

Students provide a needed community service as they take procedural writing skills to a new level. They create a permanent learning tool that can be shared with community members who are having difficulty understanding challenging concepts or mastering difficult skill sets.

Scenario:

Eighth grade students create procedural pieces during their language arts class that require they use their proficiency at a specific skill or understanding of a concept to devise the best way to teach that skill or concept to an authentic audience. They are given the option of a short, one-time assignment for either a very specific teaching task (for example: How do I average a column of figures in [Excel](#)?) or a whole range of related skills or concepts (for example: How can I create a digital story about my family using [Photo Story](#) and old photos and cassette tape recordings of my relatives' voices?).

Through this project, students become teachers as they determine the best way to help another person understand a concept or become adept at a skill.

Students create a Google survey, which is sent to homes for the elderly and elder care organizations. (6b, 6c) The range of topics the class feels competent to deliver is clearly outlined in the message that accompanies the survey. Student teams select a request from the respondents that they feel competent to address. They discuss the needs of their audience, and ask follow-up questions, if necessary. Students work in teams to create an appropriate learning tool based on prior knowledge, technology skills, equipment and software available to the learner. (1a, 1b, 6b, 6c, 6d) Students create an electronic lesson for their "clients" in one of the following ways:

- Students use [Jing](#) and a digital microphone to create [screencasts](#) with narration to guide recipients through computer-oriented instruction. A combination of Jing and a [SMART board](#) or a drawing tablet allows for instruction in any lesson that requires free-hand drawing or writing. (1a, 1b, 6a, 6b, 6c, 6d)
- Students use [Google Earth's](#) recording feature to narrate geography tutorials, travel-logs or other instruction with a geographic component. (1a, 1b, 6a, 6b, 6c, 6d)
- Students create [podcasts](#), with a digital microphone or a digital voice recorder and an audio editing program like [Audacity](#). These podcasts are produced for language instruction, audio guides for historic tours around a community, or other lessons for which the audio component is essential. (1a, 1b, 6a, 6b, 6c, 6d)
- Students create printed instructional materials with word processing or desktop publishing programs, augmented with screen shots, scanned drawings, or digital photos. (1a, 1b, 6a, 6b, 6c, 6d)

- Students produce animated tutorials, in the style of a [Common Craft](#) video, with student artwork and narration and a document camera or mounted video camera. (1a, 1b, 6a, 6b, 6c, 6d)
- Students use the online collaboration tool [VoiceThread](#) to fashion a set of instructional visuals with narration to which their clients can easily add questions or comments. (1a, 1b, 6a, 6b, 6c, 6d)
- Students produce instructional videos, with themselves in the role of characters or instructors, with a [Flip video camera](#) and [Windows Moviemaker](#), a video-editing program. (1a, 1b, 6a, 6b, 6c, 6d)

During the creation of their educational tools, students use digital still and video cameras, digital voice recorders, art software, digital drawing tablets, desktop publishing programs, document cameras and editing software to capture and edit their own graphics, audio, video and text. Students also use content found online, such as editable video from the [Discovery Streaming](#) library or digital photographs from online photo collections like [Flickr](#) (with appropriate [Creative Commons](#) licenses), royalty free music from sites like Public Domain Music or the Free Music Archive or sites like Jam Studio, that allow students to create their own music. (6b, 6c, 6d)

Students and their teacher use [Rubistar](#), an online rubric generator, to create a rubric with baseline standards required for the release of their educational tools. Products that do not reach a specified baseline level of quality are not released.

During the next phase of the project, products are tested, evaluated and revised before release. After completing the educational tool, but before its distribution, students acquire a Creative Commons license for their educational product and decide on the correct level of licensure. Also, before the release of their creations, the appropriate parental permissions are obtained. Students determine the best way to distribute their tools, depending on the intended audience. Tools for a very specific audience are delivered as e-mail attachments. Those intended for more general distribution are linked to an appropriate Web site or delivered on multiple CDs or flash drives. (6a, 6b, 6c, 6d)

Every delivered educational tool includes a link to an online Google survey, written specifically for that product and used to modify the product, and create better learning tools in the future. (6b, 6c, 6d)

Student Standards – The following NETS-S are noted in the scenario:

1. Creativity and Innovation – A, B
6. Technology Operations and Concepts – A, B, C, D

Teacher Standards – Teachers who teach this unit address the following NETS-T:

1. Facilitate and Inspire Student Learning and Creativity – A, B, C, D
 3. Model Digital-Age Work and Learning – A, B, C, D
 4. Promote and Model Digital Citizenship and Responsibility - B, C
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Content Grade Expectations

The scenario writer has identified the following content grade expectations that s/he felt might be assessed in this scenario. In most of these scenarios, there may well be opportunities to assess other or additional content grade expectations across a variety of disciplines. If you are interested in developing a unit or lessons based on the following scenario, and you don't see any grade expectations in your content area, we encourage you to capture the ideas presented in the scenario and make it your own by adding components that address the grade expectations you are most interested in assessing.

W6: 13 - In written procedures, students organize steps of procedures by...

- Providing a purpose by giving context to let the reader know when the procedure is appropriate
- Using a variety of transitions to arrange the steps in a logical manner
- Using details and examples to help the reader understand and visualize the process
- Providing a list of specific materials, if appropriate
- Providing a conclusion that advances the reader's understanding or appreciation of the process

W6: 14 - In written procedures, students anticipate the readers' needs by...

- Addressing problems that might arise for the reader
- Creating a format that is easy to follow