Training Module

EDTC: 6465: Design of Technology Supported Learning Environments

Dr. Rockwell

Engaging the Pre-K Student Through the Use of Technology

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# Introduction

Teachers hold varying beliefs and attitudes about the value and effectiveness of incorporating technology into their teaching (Hampel & Stickler 2015). Teacher education must consist of on-going training to help teachers develop their pedagogical awareness of how Information and communications technology (ICT) can enhance learning, especially in formal school settings (Germain-Rutherford & Ernest 2015). Videos are a popular tool used to engage learners and enhance a learning experience. By using videos in the classroom with your students, they can support their learning by providing a diverse teaching technique for learning. An excellent way at bringing subjects ‘to life’ and once a video is created it can be re-used. Based on the article *The Benefit of Integrating Technology*, “A number of studies have been conducted which show using technology in the classroom to be beneficial to academic achievement” (Ranasinghe and Leisher 2009). Meaningful learning occurs when selecting, organizing, and integrating of information occurs, which moves that information from working memory into long-term memory (Clark & Mayer, 2011, p. 260). Based on research people learn best when learning something new by hearing and seeing simultaneously.

# Purpose of Training Module

The purpose of this training module is to train Pre-K teachers to obtain or improve professional knowledge and competencies regarding technology use in order to make curriculum modifications that support individual student engagement. To increase the opportunity for teachers to develop their knowledge and skills they need to address students’ learning challenges and improve their instruction meeting the needs of the 21st Century learner.

Teachers are provided knowledge of how to embed technology into the learning environment.

# Target Audience

The target group participating in the staff development will be primarily Pre-K ESE teachers. ESE teachers are those who work with Exceptional Students with various disabilities. The last few years have shown an increase with early childhood education becoming more prevalent within the school districts, for example 2017-2018 school year Volusia County had only 45 Pre-k teachers educating approximately 400 students. As of 2019-2020 school year, Volusia County has 72 Pre-K ESE teachers educating approximately 610 Pre-K students. The training will be capped at 15 people per training session due to the possible technical support that may be required.

# Expected Learner Outcomes

Upon successful completion, participants will (1) demonstrate curriculum modifications and adaptations with the use of technology therefore improving student engagement and achievement; (2) identify and use appropriate technology strategies, adaptations or modifications to promote the development of pre-k children in the areas of social emotional skills, cognitive skills, pre-academics, early literacy, motor development, activities and communication; (3) identify appropriate educational techniques, technology resources, materials and activities for use by instructional personnel to service the identified needs of Pre-k ESE students; (4) increase their use of a variety of technologies to create adapt/modify classroom curriculum and increase student engagement.

# Professional Development Training Module

According to Reiser in Trends and Issues in Instructional Design and Technology (2011), the instructional design of a learning opportunity should be:

1. Student-centered

2. Goal-oriented

3. Focused on meaningful performance

4. Have measurable outcomes

The training will incorporate a variety of instructional strategies consistent with adult learning principles. The training will be developed around active learning (student-centered) where the participants are asked to engage in the learning process. The goal of the training is to be appropriate for their classroom and for immediate implementation (goal-oriented). Goal-oriented training is important to adults as all training should be relevant to their jobs (focused on meaningful performance). A variety of methods will be used during training, such as direct instruction introducing terms needed to be successful, discussions, hands-on activity, modeling, and practice. The measurable outcome will be the completion of a Power Point video with music embedded.

The training will take place in a face-to-face format with a 1:8 ratio to ensure effective delivery of training and participant support. This allows the trainer the ability to give feedback to each participant individually and allows for the interactive exercise to be facilitated. Due to the limited number of participants the training will be offered multiple times throughout the school year. Each training session will be 4 hours providing the opportunity to offer two sessions each day; AM session and a PM session to accommodate the participants availability.

# Training Module Agenda

**Housekeeping and Introduction (10 minutes)**

1. Participants sign in on designated sign-in sheet (prior to starting training).
2. Housekeeping items: location of bathrooms, breaks, freedom to ask questions throughout session, etc.
3. Introduction to training session: Introduce trainer, purpose of training, training objectives and outcomes.

**Explanation of terms (30 minutes)**

1. Limitations on exclusive rights: Fair use
2. Explaining Copyright infringement
3. File explorer, clipboard, ripping, WAV, MP3, MP4, WMA, OGG

**Project Set-up (20 minute)**

1. Create project folder on laptop
2. Rip Shapes song from Greg & Steve CD using Windows Media Player
3. Transfer Shapes song to project folder on laptop hard drive
4. Transfer premade images from CD provided to project folder on laptop
5. Reminder to participants to make sure they are practicing Good Technology and Digital Citizenship

**Video Project (2 hours)**

1. Open Power Point to prepare for creating video presentation and embedding audio file
2. Create predetermined video with audio embedded

**Wrap-up (1 hour)**

1. Question and response time (questions were also answered throughout the session as well)
2. Participants complete End of Training Feedback Survey online.
3. Explain, provide trainees with the link, due date for the Professional Learning Implementation and Evidence guide.
4. Provide How to Create a Video Using Power Point handout to participants to prefer back to

# Resources

**List of student handouts for this module:**

* PowerPoint presentation
* How to Create A Video with Audio Using PowerPoint How to Guide (Google Docs link) ***link to google doc***

**List of special equipment for this module:**

* Laptops
* Overhead projector
* Presentation clicker

**List of other required materials for this module:**

* Earbuds (each participant will receive a new pair)
* USB drive (provided by trainer)
* CD Greg & Steve We All Live Together Volume 3 (Pre-K department will purchase on per participant)
* Triangle, square, circle, and rectangle images, person standing image, person sitting image (images provided by trainer)

# Content of Lesson

* Ripping music from a CD
* Creating a folder on a laptop
* Copyright laws and infringement
* Using PowerPoint to create video
* Embedding audio
* Slide and image transitions

# Description of Final Lesson Exercise

The lesson exercise will be the creation of a video with music embedded for the Shape Song by Greg & Steve from the We All Live Together Volume 3 CD.

# Presentation Notes

**Trainer Introduction**

Introductions of trainer and participants to create a culture of learning and rapport with the participants.

**Housekeeping and Introduction**

Housekeeping items: location of bathrooms, breaks, freedom to ask questions throughout the session

**Learner objectives and outcomes:**

Provide participants with the objectives and learning outcomes of the training session.

Upon successful completion, participants will

(1) demonstrate curriculum modifications and adaptations with the use of technology therefore improving student engagement and achievement;

(2) identify and use appropriate technology strategies, adaptations or modifications to promote the development of pre-k children in the areas of social emotional skills, cognitive skills, pre-academics, early literacy, motor development, activities and communication;

(3) identify appropriate educational techniques, technology resources, materials and activities for use by instructional personnel to service the identified needs of Pre-k ESE students;

(4) increase their use of a variety of technologies to create adapt/modify classroom curriculum and increase student engagement.

Topic #1: Rip Music from CD to Computer(PowerPoint presentation)

**Before we get started please note: \*\*Whenever you rip any kind of audio or video onto another device you must own the CD, DVD, or Blue ray you are converting the file from to avoid copyright infringement\*\***

**Explanation of Terms:**

**File Explorer,** previously known as **Windows Explorer,** is a file manager application. It provides a visual indicator for accessing the file systems (used to control how data is stored and retrieved).

**Clipboard** - used for short-term data storage and/or data transfer between documents or applications, commonly used when you copy and paste text, picture, document, etc. from one place to another.

When you are ripping audio from a CD you are converting tracks on a Compact Disc to standard computer sound files, such as WAV, MP3, WMA, or Ogg.

WAV: **Waveform Audio File Format**

MP3: **MPEG-3**

WMA: **Windows Media Audio file**

OGG: **Open Container format it is unrestricted**

For this project you will need the CD Greg & Steve We All Live Together Volume 3 which has been purchased for each participant by the Pre-K Department.

Insert the CD into the computer and play in Windows Media Player which should open automatically.

If it does not you can click on the file folder or go to file explorer.

Right click on the file and play. The default program should be Windows Media Player.

When music starts to play you will need to go to the library. If you hover over the three boxes just below the X in the upper right-hand corner, you can click the boxes to switch to the library.

When in the library you will be able to see the list of songs on the CD, CD information, etc. Each of the songs may or may not have a check in the box next to them.  If each has a check mark next to it, to uncheck them all click the check mark where it says album and all check marks will be removed. Then you will click on the box next to the song you want. In this project you want the Shapes song.

Once all check marks are gone except the one you want to click the tab that says Rip CD in the tool bar above the CD information.

The computer will begin retrieving or “ripping” the selected file from the disk.

Once music is done ripping. Then music should be converted to a file on the computer. Go back to file explorer and click on the music folder.  You should see the album title. Click the album title then you should see the title of the music you just ripped.

Remove CD from computer.

Step 1 complete. The music is now on your computer you will be working with for this project.

Topic #2 Getting Start:(PowerPoint presentation creating a file folder on computer)

Getting started when creating your video presentation.

First thing you need to do is create a folder for your project.  You can do that under your documents.  Open file explorer. Right click on Documents. Click on New. Click on Folder then name the folder. I usually name it whatever the project is I am working on.  Let’s name this folder Shape Song.

While in file explorer go the Music folder by clicking it to open it. Next open the Greg & Steve folder. Finally open the Album (We All Live Together Volume 3). Highlight the song you want to copy and either right click to copy (or you can hold down the ctrl key and hit the C key at the same time) either one will copy the song to your clipboard.  Open the Shape song folder located in your documents.  Click in the folder and either right click to paste (or you can hold down the ctrl key and hit the V key at the same time) wither command will paste the song into the desired folder.

Now Insert the CD **labeled images for Shape Song** into your computer and repeat the process clicking on the drive with the CD opening the folder highlight the first file then hold down the crtl key as you hit the A key at the same time.  This will highlight all the files at one time.  Now hold down the ctrl key and hit the C key at the same time coping all the files to your clipboard.  Open the Shape Song folder under your documents click within the folder then hold down the ctrl key and hit the V key at the same time pasting all the files into the folder.

We are now ready to start creating the video.

Look up the lyrics on the internet to get the lyrics as well as the order of the shapes

This step will cut some time off the creation of the video

Shape song lyrics by Greg & Steve can be found here<http://www.lyricszoo.com/greg-steve/shapes/>

If the lyrics are not available on the Internet, you will need to listen to the song to get a feel for where lyrics and visuals would go.

Make sure you are practicing Good Technology and Digital Citizenship and not infringing on Copyrights laws. How can you do this?  When in doubt, check it out.

•        Make sure the audio you are using has been purchased legally or it has been released into a public domain for use.

•        Lyrics are also copyrighted as well.

•        You are not allowed to give the audio to others (they do not own a legal copy if you do this) or receive the audio from someone else (you don’t own a legal copy).

•        Make sure your use of the audio adheres to the license (such as public use, number of seats, length of time, etc.).

•        When using pictures either create them yourself, make sure any type of media being used in not copyrighted (when in doubt don’t use it), or make sure you are getting your pictures from a public domain, such as Wikipedia.  You can do a search for public domain images, audio, or media.  You can also contact the person that owns the media (video, audio, etc.) and ask their permission to use it.  Make sure to get permission in writing and keep a copy of it in a safe place.

Topic #3 Creating Video with Audio Embedded (PowerPoint presentation)

**Slide 1:** You will need Microsoft Office.  If you don’t have it.  You can download it through your e-Portal.  We will be using the 2013 version.

Log go to your e-Portal log in then click the tab Deals & Discounts then on the left side menu click Microsoft WAH.  You should see Microsoft Office Professional Plus 2013 for PC.  Click download now.

Let it download and go through the install process following the prompts.

**Slide 2:**

Everyone open Microsoft Office PowerPoint 2013.

Choose what you want your presentation to look like.

Be careful you don’t choose a design that will distract from your presentation.

You have many options and if you don’t see one you like you can do a search in the search bar for more options.

**Slide 3:**

You are offered several color schemes you can choose from.

I would suggest the use of a clean, non-distracting scheme as the one shown.

Click the one you like.

**Slide 4:**

Once opened you will add your title and subtitle.  You always want to give credit if you are using some else’s music and remember you must own the music you are using to avoid copyright infringement.  Also, when using pictures make sure as well the pictures being used are not under copyright protection

Open the file tab by clicking on it and save your presentation in your Shape Song folder located in your documents.  Name the presentation Shapes.

On your title slide you can also add images.  On this slide we will add the small shape images.  Click on the insert tab at the top menu bar.

Find the picture icon (on the side) in the toolbar and click on it.  When you click on it, it will open your file explorer, go to your documents folder it then open the shape song folder and insert one of the small shape images.  Repeat this process until all four small shapes have been inserted into the title slide.

Click either the rectangle, square, or triangle and this will open a formatting option.  We are going to simply rotate each image just slightly counterclockwise to create a sloping effect to make it visually appealing.

Save your presentation by clicking the floppy disk icon above the file tab.  Save Save Save Save Save frequently.

Now we are going to embed the audio into the presentation.  The insert tab should still be open now look to the right side of the toolbar and click the Audio icon. When you click on it, it open a dropdown box and you can choose to Audio on my PC or Record Audio.  In this presentation you will choose Audio on my PC.  When you click that option, it will open your file explorer, go to your documents folder, open it, then open the shape song folder and embed your audio.

Click on the speaker in the middle of your presentation. When you click on it, an audio tools tab will appear in the top menu bar. Click on the playback option to open the toolbar. In the Audio options box, you want to choose to start the audio Automatically, Hide During Show, and Play Across Slides.

The automatic option plays the audio as soon as the presentation starts.

Hide During Show will hide the audio icon (speaker), and Play Across

Slides will play the audio across the slides in the presentation ending when your slides end.

Save your file.

Now we are going to do the slide transitions.  You want the slides to transition with the audio.

You will need a piece of paper (scrap paper is fine to use). It is for helping you keep track of the timing.

At this time you would click on the audio speak to listen to the song to start working on the timing for the slide transitions and the animations within the slides.  Since we are working against a short time frame to complete the video, I will be giving you the timings for the slide transitions and animations as we create the slides.

We are going to transition the slide around about the time you hear the kids say “shapes”.  Around 8 seconds.

The way you create a slide transition is: make sure you are on the slide you want to create a transition on. Click the **TRANSITIONS tab** in the top toolbar. This will open your options for transitions and timing of the transition.  For this video there will be no transitions to any of the slides.  So for the slide you will choose **None** in the **Transition to This Slide toolbar**. Now for the timing of the transition this is where you will need to go back and listen to the music several times to get the timing of each slide and animation.  In the **Timing toolbar under** the **Advance Slide** you will click the box **After:** and set the timer for 00:08.00 seconds. Click the box next to **On Mouse Click** to turn off this option.

In the left area of your presentation right click under the last slide in your presentation to add a new slide. Now we will start to add the lyrics and visuals to the presentation.

The first 3 – 5 slides will be you most time consuming of the project once you get into the music repeating the project will move along at a faster pace.

**Slide 5:**

In the title bar type the word Shapes

In the text box you are going to add We’re going to play a game with shapes.  Depending on the design layout you choose will determine the font and font size. You may need to increase or decrease your font size.

Under the home tab you can change the font and font size.

On this slide we are going to add the small shape images.  Click on the insert tab at the top menu bar.  Find the picture icon (on the side) in the toolbar and click on it.  When you click on it, it will open your file explore go to your documents folder open it then open the shape song folder and insert one of the small shape images.  Repeat this process until all four small shapes have been inserted into the title slide.

Once all four images are added now you can add text to the images by clicking the insert tab locate the text box icon in the toolbar (about mid-screen). Click the icon to create a text box. Draw the textbox then add text. Now adjust the font size using the drop down box in the font pane. Depending on the font that is default in your layout you will either need to increase the size or decrease the size.  Once you have the first one done click on it and either right click to copy (or you can hold down the ctrl key and hit the C key at the same time) either one will copy the text to your clipboard. Then either right click to paste (or you can hold down the ctrl key and hit the V key at the same time) wither command will paste an identical copy of the text. Touch the text to move it to the next shape and then change the text to match the next shape name.  Repeat this process two more times until each shape has a name.  You might need to adjust the size of your textbox. You do this by clicking on the text then hovering over on the dots depending on the direction you need to make the adjustment then just pull it when your mouse icon changes to two arrows in opposite directions.

Save your work

Creating the Slide Transitions: Go back and listen to song again from the beginning and listen for when the song transitions to “if you have a circle stand up”.  It is around 18 seconds into the song.  At this point you will need to take the total time and then subtract the timing of the first slide from the total time leaving 10 seconds. Again make sure you are on the slide you want to create the transition for. Click the **TRANSITIONS tab** in the top toolbar. This will open your options for transitions and timing of the transition.  For this particular video there will be no transitions to any of the slides.  So for the slide you will choose **None** in the **Transition to This Slide toolbar**. Now for the timing of the transition this is where you will need to go back and listen to the music several times to get the timing of each slide and animation.  In the **Timing toolbar** under the **Advance Slide** you will click the box **After:** and set the timer for 00:10.00 seconds. Click the box next to **On Mouse Click** to turn off this option.

Insert a new slide.  In the left windowpane right click under the last slide to insert a new slide.

Click on the add title frame and hit your delete button to delete it.

**Slide 6:**

Click on the text box and delete it as well.

On your title slide you can also add images.  On this slide we will add the small shape images.  Click on the insert tab at the top menu bar.  Find the picture icon (on the side) in the toolbar and click on it.  When you click on it, it will open your file explorer, go to your documents folder, open it then open the shape song folder and insert the large circle.  Click on the circle to move it to the left side of the slide.

Click on the picture icon again and insert the standup visual.  Moving it to the right side of the slide. Now insert the following text: Circle Stand Up.

Save your work.

Now we are going to set the animations. You do this by clicking the Animations tab.  This opens the Animations Toolbar.

Click on the image or text you want to add an animation to.

You have several animations to choose from.  This will determine how the image or text will appear on the slide.  You also have three options at the start of the animation: On click, after previous, or with previous.

**On click** means the image or text will appear when you click the mouse button (this option is not used when creating a video).

**After previous** means the image or text will appear after the previous image or text.

**With previous** means the image or text will appear with whatever image or text you want it to appear with.

You can also set the duration. **Duration** will default to auto or you can change it by using the arrows.  Each click is 1 tenth of a second.

You can set the delay.  **Delay** is when you want the image or text to appear on the slide. You adjust this using the arrows. Each click is 1 fourth of a second.

There is no animation on the circle or the text circle.  No animations mean the image and the text will appear when the slide transitions. We are going to add an animation to the visual of the guy standing up. Click on the guy standing up. First choose the animation.  In this video we are going to use the appearance animation. Click it one you have clicked the animation and you can now set other options.  You are going to **start** after the previous. Leave the **duration** set on Auto. Set the delay 1.50 (this time is derived from when you hear the music say stand up. Again, typically you would be going back to listen to the music to get your timings.)

Now we set the animation for the text **stand up.** First choose the animation.  In this video we are going to use the appearance animation. Click it one you have clicked the animation and you can now set other options.  You are going to **start** with the previous. Leave the **duration** set on Auto. The delay 1.50 will appear automatically.

Creating the Slide Transitions: Go back and listen to the song again from the beginning and listen for when the song transitions to “if you have a square stand up”.  It is around 18 seconds into the song.  At this point you will need to take the total time and then subtract the total timing of the second slide (18 seconds) from the total time (of 23 seconds) leaving 5 seconds. Again make sure you are on the slide you want to create the transition for. Click the **TRANSITIONS tab** in the top toolbar. This will open your options for transitions and timing of the transition.  For this particular video there will be no transitions to any of the slides.  So, for the slide you will choose **None** in the **Transition to This Slide toolbar**. Now for the timing of the transition this is where you will need to go back and listen to the music several times to get the timing of each slide and animation.  In the **Timing toolbar** under the **Advance Slide** you will click the box **After:** and set the timer for 00:05.00 seconds. Click the box next to **On Mouse Click** to turn off this option.

Duplicate slide (Make sure you are duplicating the slide not copying the slide).  If you copy the slide, that is okay, you will have to paste it.  By duplicating the slide, the program will make a copy directly for you and no pasting involved.

If you copy the slide you want to copy and either right click to copy (or you can hold down the ctrl key and hit the C key at the same time) either one will copy the slide to your clipboard. Then either right click to paste (or you can hold down the ctrl key and hit the V key at the same time) wither command will paste an identical copy of the text.

When you duplicate the slide all the images, text, transitions, and animations will be copied to the slide you are duplicating.

**Slide 7:**

Transitions, and animations will be copied to the slide you are duplicating.  At this point you should only need to make minor adjustments to the timing of the transition or the animation if you need any.  Most songs you will find have fairly consistent timing throughout the song.

Delete the circle image and insert the large square image. Click on the insert tab at the top menu bar.  Find the picture icon (on the side) in the toolbar and click on it.  When you click on it, it will open your file explorer, go to your documents folder open it then open the shape song folder and insert the large square.  Click on the square to move it to the left side of the slide.

The image will appear in front of the text. Right click on it, Click on Send to Back. Click on Sent to Back and the image will move behind the text.  Change the text to the word square.

Save your work

Go back and play the video to see if your times are good.  In the top toolbar click on the **SLIDE SHOW Tab** and then click **From Beginning** to listen and watch the timing. Hit the ESC button on your laptop to exit out and back to your work area. Make any adjustments needed by clicking on the **TRANSITIONS tab** and adjusting the timing.

Duplicate slide

**Slide 8:**

Transitions, and animations will be copied to the slide you are duplicating.  At this point you should only need to make minor adjustments to the timing of the transition or the animation if you need any.  Most songs you will find have fairly consistent timing throughout the song.

Delete the circle image and insert the large triangle image. Click on the insert tab at the top menu bar.  Find the picture icon (on the side) in the toolbar and click on it.  When you click on it, it will open your file explorer, go to your documents folder, open it then open the shape song folder and insert the large circle.  Click on the triangle to move it to the left side of the slide.

The image will appear in front of the text. Right click on it, Click on Send to Back. Click on Sent to Back and the image will move behind the text.  Change the text to the word triangle.

Save your work

Go back and play the video to see if your times are good.  In the top toolbar click on the **SLIDE SHOW Tab** and then click **From Beginning** to listen and watch the timing. Hit the ESC button on your laptop to exit out and back to your work area. Make any adjustments needed by clicking on the **TRANSITIONS tab** and adjusting the timing.

Duplicate slide

**Slide 9:**

Transitions, and animations will be copied to the slide you are duplicating.  At this point you should only need to make minor adjustments to the timing of the transition or the animation if you need any.  Most songs you will find have fairly consistent timing throughout the song.

Delete the triangle image and insert the large rectangle image. Click on the insert tab at the top menu bar.  Find the picture icon (on the side) in the toolbar and click on it.  When you click on it, it will open your file explorer, go to your documents folder, open it then open the shape song folder and insert the large rectangle.  Click on the rectangle to move it to the left side of the slide.

The image will appear in front of the text. Right click on it, Click on Send to Back. Click on Sent to Back and the image will move behind the text.  Change the text to the word rectangle.

Save your work

Go back and play the video to see if your times are good.  In the top tool bar click on the **SLIDE SHOW Tab** and then click **From Beginning** to listen and watch the timing. Hit the ESC button on your laptop to exit out and back to your work area. Make any adjustments needed by clicking on the **TRANSITIONS tab** and adjusting the timing.

\*\*The time on this slide will need to be decreased by 1 second.

Duplicate the slide.

**Slide 10:**

You are simply duplicating this slide for no other reason then to keep the transition timing and the text font and size.

Delete the rectangle.

Change the text Rectangle to Everybody and change the text Stand up to Sit down.  Place the text everybody at the top of the slide and put the text sit down towards the bottom of the slide.  Insert the image of sitting down. Arrange the text boxes and image to make it visually appealing.

Save your work

Go back and play the video to see if your times are good.  In the top toolbar click on the **SLIDE SHOW Tab** and then click **From Beginning** to listen and watch the timing. Hit the ESC button on your laptop to exit out and back to your work area. Make any adjustments needed by clicking on the **TRANSITIONS tab** and adjusting the timing.

\*\*The time on this slide will need to be decreased by 1 second.

Duplicate the slide We’re going to play a game with shapes (slide 2). Click on it and move it down to the last slide.

**Slide 11:**

To get the transition timing for this slide you will need to go back and add up all the transition times. Slide 1 – 8 seconds, Slide 2 – 10 seconds, Slide 3 – 5 seconds, Slide 4 – 5 seconds, Slide 5 - 6 seconds, Slide 6 – 5 seconds, Slide 4 – 4 seconds totaling 43 seconds into the song.  Now go back and listening the song from the beginning by clicking on slide 1 and click on the speaker to play the audio watching the counter as the music plays. You will stop it just before it says “circle stand up” around 65 seconds.  Now you will subtract 43 seconds (which was created by the number of seconds of the slides created already) from the total number of seconds into the song (66 seconds) leaving you 22 seconds for the transition of this slide.

Because you are dealing with seconds and tenths of seconds. The math may not be exact, and you may need to tweak the timing by a second either up or down.  This slide transition will need to be decreased by 1 second.

Duplicate the slide with the circle and the guy standing up and move it down as the last slide.

Save your work.

You have completed the first half of the song and since the song has repeated lyrics the remainder of the video will be easy to finish with making minor adjustments to the transition of the slides.

**Slide 12:**

Make any adjustments needed by clicking on the **TRANSITIONS tab** and adjusting the timing by clicking the box **After:** and adjust the time to 00:03 seconds. This can be found in the upper right-hand side of your toolbar **Advance Slide**

Duplicate the slide with the triangle and the guy standing up and move down as the last slide.

**Slide 13:**

No adjustment to the timing of the slide transition needed.  However, if you needed to make any adjustments you would make adjustments needed by clicking on the **TRANSITIONS tab** and adjusting the timing by clicking the box **After:** and adjust the time to 00:03 seconds. This can be found in the upper right-hand side of your toolbar **Advance Slide**

Duplicate the slide with the rectangle and the guy standing up and move down as the last slide.

**Slide 14:**

Make adjustments needed by clicking on the **TRANSITIONS tab** and adjusting the timing by clicking the box **After:** and adjust the time to 00:04 seconds. This can be found in the upper right-hand side of your toolbar **Advance Slide**

Duplicate the slide with the circle and the guy standing up and move it down as the last slide.

**Slide 15:**

Delete the picture of the guy standing and insert the picture of the person sitting down.  Change the text to sit down.

Make adjustments needed by clicking on the **TRANSITIONS tab** and adjusting the timing by clicking the box **After:** and adjust the time to 00:04 seconds. This can be found in the upper right-hand side of your toolbar **Advance Slide**

Duplicate the slide with the triangle and the guy standing up and move it down as the last slide.

**Slide 16:**

Delete the picture of the guy standing and insert the picture of the person sitting down.  Change the text to sit down.

Make adjustments needed by clicking on the **TRANSITIONS tab** and adjusting the timing by clicking the box **After:** and adjust the time to 00:04 seconds. This can be found in the upper right-hand side of your toolbar **Advance Slide**

Duplicate the slide with the square and the guy standing up and move down as the last slide.

**Slide 17:**

Make adjustments needed by clicking on the **TRANSITIONS tab** and adjusting the timing by clicking the box **After:** and adjust the time to 00:04 seconds. This can be found in the upper right-hand side of your toolbar **Advance Slide**

Duplicate the slide with the square and the guy standing up and move down as the last slide.

**Slide 18:**

Delete the picture of the guy standing and insert the picture of the person sitting down.  Change the text to sit down.

Make adjustments needed by clicking on the **TRANSITIONS tab** and adjusting the timing by clicking the box **After:** and adjust the time to 00:03 seconds. This can be found in the upper right-hand side of your toolbar **Advance Slide**

Duplicate the slide with the circle and the guy standing up and move it down as the last slide.

**Slide 19:**

Make adjustments needed by clicking on the **TRANSITIONS tab** and adjusting the timing by clicking the box **After:** and adjust the time to 00:04 seconds. This can be found in the upper right-hand side of your toolbar **Advance Slide**

Duplicate the slide with the square and the guy standing up and move down as the last slide.

**Slide 20:**

Delete the picture of the guy standing and insert the picture of the person sitting down.  Change the text to sit down.

Make adjustments needed by clicking on the **TRANSITIONS tab** and adjusting the timing by clicking the box **After:** and adjust the time to 00:04 seconds. This can be found in the upper right-hand side of your toolbar **Advance Slide**

Duplicate the slide with the triangle and the guy standing up and move down as the last slide.

**Slide 21:**

Make adjustments needed by clicking on the **TRANSITIONS** **tab** and adjusting the timing by clicking the box **After:** and adjust the time to 00:04 seconds. This can be found in the upper right-hand side of your toolbar **Advance Slide**

Duplicate the slide with the rectangle and the guy standing up and move down as the last slide.

**Slide 22:**

Make adjustments needed by clicking on the **TRANSITIONS tab** and adjusting the timing by clicking the box **After:** and adjust the time to 00:04 seconds. This can be found in the upper right-hand side of your toolbar **Advance Slide**

Duplicate the slide with the square and the guy standing up and move it down as the last slide.

**Slide 23:**

Duplicate the slide with the square and the guy standing up and move down as the last slide.

Make adjustments needed by clicking on the **TRANSITIONS tab** and adjusting the timing by clicking the box **After:** and adjust the time to 00:04 seconds. This can be found in the upper right-hand side of your toolbar **Advance Slide**

Duplicate the slide Everybody sit down and move down as the last slide.

**Slide 24:**

Make adjustments needed by clicking on the **TRANSITIONS tab** and adjusting the timing by clicking the box **After:** and adjust the time to 00:04 seconds. This can be found in the upper right-hand side of your toolbar **Advance Slide**

Duplicate the slide We’re going to play a game with shapes (slide 2) . Click on it and move it down to the last slide.

**Slide 25:**

The last slide of the video you want to give yourself plenty of ending time in this video we are going to increase the slide transition to 00:35.00 giving you 35 seconds total.  This will allow you time to pause the video to use the end for an activity, such identifying the shapes, reviewing the shapes, matching shapes, sorting shapes, etc.

**Slide 26:**

Optimizing Compatibility

Is used if you are planning on using the presentation on another device.  This will ensure the embedded audio will play on other devices. Click the Optimize Compatibility button and it will optimize automatically.

**Slide 27:**

First step Click the orange file tab in the upper left-hand side of the screen.

Second step Click export

Third click Create a video to bring up you options at this time you should see Presentation Quality.  It defaults to highest quality you can adjust the quality by clicking on the drop down box and choosing another option.  I default to highest quality unless I need a smaller file size.  The higher the quality the larger the file size the lower the quality the smaller the file size.

It also defaults to Use Recorded Timings and Narrations.  You can also change this by clicking on the drop-down box.  You want to use recordings and narrations.

Don’t worry about the timing for each slide unless you are using any transitions then you would set the slide transition here.

Last step click the Create Video Button it will open a file explorer window it should default to your folder you created for you project hit save and the file will automatically convert to a video depending on the speed of your computer will depend on how fast the conversation will take.  You will see a progress bar in the bottom of your screen saying Creating video Shapes Song.mp4.

After the video is created, open the folder you project is in and play the video to ensure audio works, transitions, and animations are in sync with the audio.

You have now created a video that can be used in your classroom.

Any videos being created cannot be shared, posted on a public site, such as Youtube, Facebook, etc., or can they be sold without permission from the creator and publisher.  There is no such thing as an education exemption in the copyright law.

# Evaluation

At the end of the training the participants with be given the links to the [End of Training Feedback Survey](https://docs.google.com/forms/d/e/1FAIpQLSdr82mBsZOKWjrBALdsvbM0vK6g-GU78F2gfbJuCnpLqsWZZg/viewform?usp=sf_link) *(external link)* and a [Professional Learning Implementation and Evidence form](https://docs.google.com/forms/d/e/1FAIpQLSc5SVHTWmfaQYbVzKyl8cfT-Cx7QZV_Z_fOm-qJEvL0mknY-w/viewform?usp=sf_link) *(external link)* to complete online. The end of training feedback form is to be completed by participants before leaving the training session. This form will provide feedback on the training itself to help determine where improvements will need to be made.to the training to ensure all participants needs are being met and the training is effective. The Professional Learning Implementation and Evidence form will need to be completed within thirty days of the training. This form provides evidence as to how they implemented their training and the results of the implementation.

# Appendix A

|  |
| --- |
| **Indicate the extent to which you agree with the following statements regarding planning and preparation.** |

**End of Training Feedback Survey**

(This will be provided [online](https://docs.google.com/forms/d/e/1FAIpQLSdr82mBsZOKWjrBALdsvbM0vK6g-GU78F2gfbJuCnpLqsWZZg/viewform?usp=sf_link))

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
|  | High Degree | Moderate Degree | Low Degree | Not Applicable |
| The learning experience made effective use of time and appropriate resources (instructional technology) to focus on intended outcomes. |  |  |  |  |
| Learning activities promoted an interactive climate where participants shared ideas, asked questions and expressed opinions. |  |  |  |  |

|  |
| --- |
| **Indicate the extent to which you agree with the following statements about the Instruction.** |

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
|  | High Degree | Moderate Degree | Low Degree | Not Applicable |
| There were clear objectives set by facilitator. |  |  |  |  |
| The facilitator was knowledgeable and has credibility with participants. |  |  |  |  |
| Activities were differentiated appropriately for individual learners. |  |  |  |  |

|  |
| --- |
| **Indicate the extent to which you agree with the following statements about the learning environment.** |

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
|  | High Degree | Moderate Degree | Low Degree | Not Applicable |
| Time for discussion and reflection was part of the learning experience. |  |  |  |  |
| The facilitator effectively responded to participant needs. |  |  |  |  |
| I will be able to use concepts from this professional learning session in my own professional setting. |  |  |  |  |

|  |
| --- |
| **Indicate the extent to which you agree with the following statements about Professional Responsibilities.** |

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
|  | High Degree | Moderate Degree | Low Degree | Not Applicable |
| As a result of this learning experience I feel empowered to take a leadership role within my professional community. |  |  |  |  |
| I plan to implement my learning through action research, additional professional reading, lesson study, or other form of professional inquiry and growth. |  |  |  |  |
| The content of this professional learning experience will contribute to the goals of my Deliberate Practice Plan. |  |  |  |  |

|  |
| --- |
| **We are interested in your feedback!** |

|  |  |
| --- | --- |
| \* Provide your comments in the space below. | |
| \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ |  |

# Appendix B

**Professional Learning Implementation and Evidence**

(This will be provided [online](https://docs.google.com/forms/d/e/1FAIpQLSc5SVHTWmfaQYbVzKyl8cfT-Cx7QZV_Z_fOm-qJEvL0mknY-w/viewform?usp=sf_link)) **Due date: 30 days from training date.**

Name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Date: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

1. How did you implement your new learning?\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
2. Impact on professional practice.
3. Reflect on your current job role and how the new learning has impacted your professional practice. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
4. How will this professional learning activity support your professional practice and/or Deliberate Practice Plan?

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1. Impact on Student Achievement
2. What specific changes in behavior, knowledge, and/or skills resulted from implementing this new learning?

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

1. How has implementation of the professional learning impacted outcomes for the targeted students?

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

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