



# Teaching with Tablets MOOC

Building an international community  
of practice preparing educators  
across sectors to use mobile devices  
effectively



570 registrations

273 on G+

28 countries

38% Primary



25% Secondary

22% HE

29% active in week 5



# Hybrid design

 	 <p>Mike, Lauren and Dawn from <a href="#">Dorothy Goodman School</a> using green screening to present school news</p>
<b>Purpose</b>	To explore ways of using chroma key (green screen) video creation and presentation in your learning context.
<b>Task</b>	<p>Green screen video editing (also known as <a href="#">chroma key</a>) can add people or objects to a different background. The resulting videos are fun to watch and fun to make. It's a powerful way of producing engaging presentations that merge people and objects with exotic locations. Your learners can present from inaccessible places: underwater, outer space, back in time, or in the bloodstream, for example. As well as enticing learners to watch the presentation, the process of creating the presentation can prompt learners to engage with the topic more deeply than passive consumption of media.</p> <p>For this e-tivity, we would like you to make a short video using greenscreen technology. It may or may not use your learners*, but it should be useful to them in some way. Good green screen video creation suites are <a href="#">Green Screen by Do Ink</a> (iOS), often used in combination with iMovie for editing, and <a href="#">InHandStudio</a> (Android).</p> <p>To complete this task you need to:</p> <ol style="list-style-type: none"><li>1. Record a short video (between one and two minutes) against a plain background. You do not necessarily need a green background in order to use green screen technology - just make sure that the colour of the background is different from the colours you are wearing and the colour of your skin. If you're wearing a yellow jumper and filming against a yellow wall ... well, it's pretty obvious what's going to happen!</li><li>2. Use a green screen app to replace the background.</li><li>3. Upload your green screened video to YouTube. You could choose to set it to unlisted.</li><li>4. Share your video in a link on the <a href="#">Week 1 section of the G+ Community</a>.</li></ol> <p><i>*If you use your learners in the video you will need to get permissions.</i></p>
<b>Reflection and Feedback</b>	<p>Please share your thoughts on the activity in the <a href="#">Week 1 section of the G+ Community</a>. You might like to use some of these questions to prompt your reflection.</p> <p><i>Did the technology work?</i></p> <ul style="list-style-type: none"><li>• How easy was it to create the video?</li><li>• Were there any obstacles when uploading or sharing the video?</li></ul> <p><i>How could you use this technique in your own teaching?</i></p> <ul style="list-style-type: none"><li>• What presentations do you make that would be improved by green screen segments?</li><li>• What videos could your learners make that would help their learning?</li><li>• How would you assess a learner-created video? Would the video form part of a summative assessment?</li><li>• Did this activity prompt any ideas for use of non-green screen video in your learning context?</li></ul> <p>Read some comments from other course participants. Did they have a similar experience to you? What good ideas or tips did other people have that you could incorporate in your future use of green screen video creation?</p>

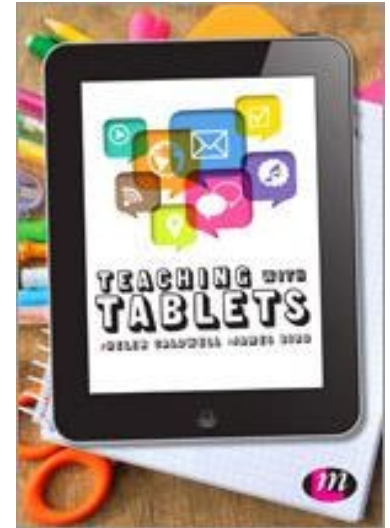
A 7 week structured programme of browsing and eTivities in Blackboard Open Education

Based on a book:

See:

[www.gillysalmon.com/e-tivities.html](http://www.gillysalmon.com/e-tivities.html)

5 themes:  
Exploring apps  
Manipulating Media  
Visible Learning  
Technology Outdoors  
Digital Storytelling  
Talk and Collaboration




# BLACKBOARD OPEN EDUCATION + GOOGLE COMMUNITY

## Teaching With Tablets

An interactive & participatory 5-week online course on how to make effective use of iPads and tablets for teaching and learning. Feb-Mar 2016

Notifications on



Public 273 members

**All posts**

- Introduce yourself
- Exploring apps 8th -21st Feb
- Week 1 - 22nd February - Manip...
- Week 2 - 29th February - Visible...
- Week 3 - 7th March - Technolog...
- Week 4 - 14th March - Digital St...
- Week 5 - 21st March - Talk and ...
- General iPad tips
- General app tips
- Twitter Chats
- Examples from practice
- Events

### What's new with you?

Text Photos Link Video Event Poll

Pinned by moderator

**Sway Grantham** MODERATOR  
Introduce yourself - Feb 19, 2016

What age group do you teach?

If you select 'other', please comment underneath what the 'other' stands for. Thanks!

85 votes - votes visible to Public

EYFS (5 years and under)	2%
Primary (5 - 11 years old)	38%
Secondary incl. FE (11 - 18 years old)	25%
✓ Higher Education (18+ years old)	22%
Other	13%

+1 1

15 comments

**Jim Atkinson** OWNER  
Mar 2, 2016

•Antoinette Wentworth please do see our other G+ communities, should these be of use - <https://plus.google.com/communities>  
Read more

**Liz Jones**

### About this community

Invite people Share this community

Our course is aimed at educators across all levels, from Primary to Higher Education, from NQTs to experienced practitioners. Anyone with an interest in the field is very welcome.

It is a flexible online course that you can join in with at a pace and depth that suits you. Feel free to dip in and out. We will suggest activities and ideas and encourage you to try them within your teaching.

We would like you to leave each session with a new idea to try out in practice and then share your experiences on this Google+ community. In turn you can learn from the experiences and gain ideas from fellow professionals.

Click on the Teaching with Tablets link below to enrol and access the course materials and tasks.

Do add yourself to the map of participant locations below. Click on Additions to add a marker.

- Teaching with Tablets course (February-March 2016)
- Postgraduate Certificate in Primary Computing
- Map of participant locations
- Teaching with Tablets book
- Time zone converter

**Fiona Peters**  
Examples from practice - Jun 25, 2016

Our school's Year 1 children have been doing a lot of creative pirate themed craft, music, dance and outdoor activities this term, joined by parents, with the support of members of a local educational theatre company. This culminated in a class assembly, hosted by


Read more (18 lines)



**Anne Davey**  
Week 1 - 22nd February - Manipulating Media - Feb 26, 2016

This is my attempt at app smashing using ThingLink and Adobe Voice. It is aimed at HE students who are writing their first assignment. The links below are all fairly scattered within our VLE so ThingLink gave me an opportunity to bring them all together in one

[Read more](#)



Writing Your Assignment by Anne Davey  
[thinglink.com](#)

TOUCH this image to discover its story. Image tagging powered by ThingLink

+7

16 comments

**Pauline Munro**  
Feb 29, 2016  
This is excellent - has given me inspiration!

# Synchronous interaction

- Twitter chats (Thursday 8 - 9pm)
- Based around the theme for the week
- Led by the week's facilitators
- Scheduled using Tweetdeck
- Questions published in advance
- Summarised in a storify each week



Join @TwTablets, @bjgreen and @KimmycKim for a #TWT16 chat on March 10th at 20:00 to 21:00 GMT.



**Jean Edwards**

Shared privately - 10 Mar 2016

Here are the questions for the #TWT16 chat this evening:

Q1: How could you use technology outdoors with your learners?

Q2: How have you used QR codes in your educational context?

Q3: What apps would you recommend to support teaching technology outdoors?

Q4: What challenges do you face trying to take technology outdoors?

Q5: How has using technology outdoors changed your practice and pedagogy?

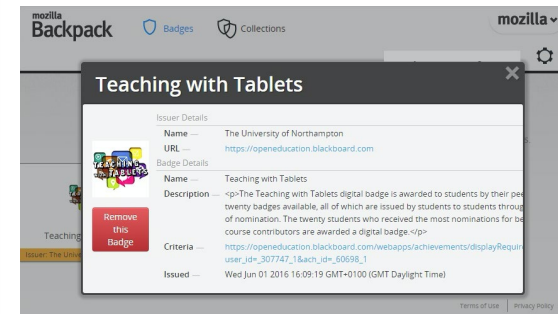
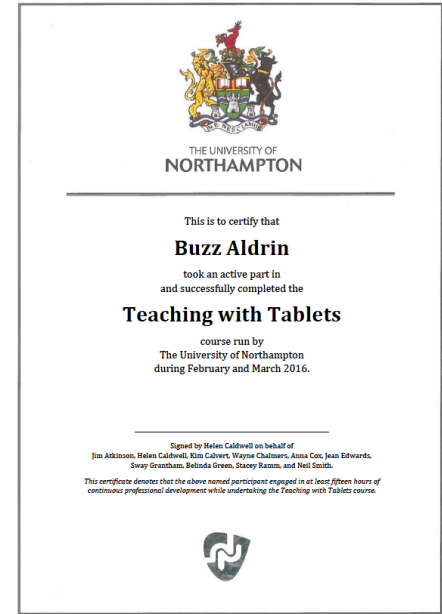
Q6: What has been your most successful experiences with taking technology outdoors?

[Storify](#)  
[Technology](#)  
[Outdoors](#)



# CERTIFICATES + DIGITAL BADGES

Liz Jones: Teaching with Tablets-Final Assignment.





# Key Questions

- Does participation in a MOOC prepare educators for using tablets more effectively in their classrooms?
- Is the hybrid MOOC format effective in influencing the teaching practices and pedagogical beliefs of those involved?
- What is the nature of change that takes place when participants engage in an online learning community?





# MOOC Learning

## Builds on the ideas of...

Social constructivist and connectivist learning

Rhizomatic learning

Seamless learning

A MOOC as a Community of Practice

This (MOOC) is a **complex hive** for sure. The connection is very specific. A bee colony has a large community working together in a hive to achieve the same goal. Here, I've already seen many bee behaviours.

- Bees chipping in and helping with suggestions,
- a waggle dance to show others the way to good ideas and learning paths,
- passing resources from mouth to mouth until they become honey,
- encouragement for new bees and newbies,
- a cluster of bees together that generates warmth and security.

Liz Jones, participant

T2P - F

### Manipulating Media Posts

Total of 50 posts - 10 x samples post (random - every third post excluding posts by owners)

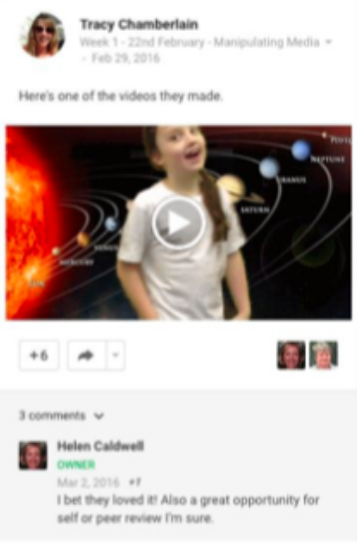
COM-Peer to Peer Learning

4:108 Ifeelt hat it allowa d me to quickl check that they were understanding the session. I.. Ifeelt hat it allowe d me to quickly check that they were understanding the session. It was a fairly new workshc so it was massurr

5:51 We have an Eco club in the summer term. I want to use the trail in the grounds first then see if the... We have an Eco club in the summer term. I want to use the trail in the grounds first then see if they can create a Padlet about the local

2:48 I thir some of the in my class i be inspired i write if they 'cartoon' it! Thanks... I think some of boys in my cla would be inspi write if they co 'cartoon' it! Th for the idea

T2P - e-tivity intention to adapt for future practice.

Post 4	Image/link	Comm
MM_Image 4		3 comm
		
Text from post		
<p>Here's one of the videos they made.</p> <p>Note: This post links to another post where an explanation was given.</p> <p>My year 5 class wrote descriptions of planets in French. They then filmed each other using iPads in our 'studio' (a green shower curtain on hooks in our library). They worked in threes, one filming, one holding the script and one talking. They then chose a background picture and put it all together using Do Ink. Very motivating and great fun!</p>		

COM-Bee Conversation	2
COM-Classroom Practice	11
COM-Encouragement by Moderator	32
COM-Encouragment by Participant	26
COM-intending to try (apply to Classro...	1
COM-Moderator Answer	5
COM-Moderator Question	5
COM-Moderator Suggestion	24
COM-New Learning	5
COM-Participant answer	29
COM-Participant Question	15
COM-Participant Reflection	65
COM-Participant Self Evaluation	2
COM-Participant Suggestion	6
COM-Participant Tricky Issues	5
COM-Peer to Peer Learning	39
COM-Positive Comment	73

ET-Green Screening  
T-Transfer to Practice

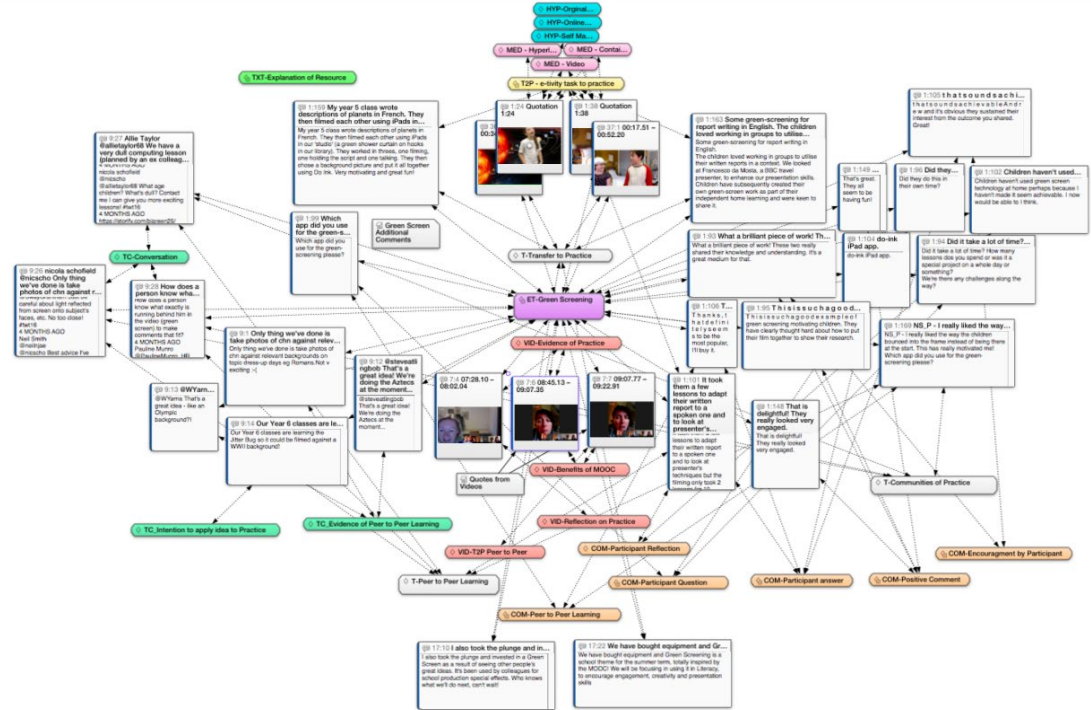
what we'll do next, can't wait

# Findings so far

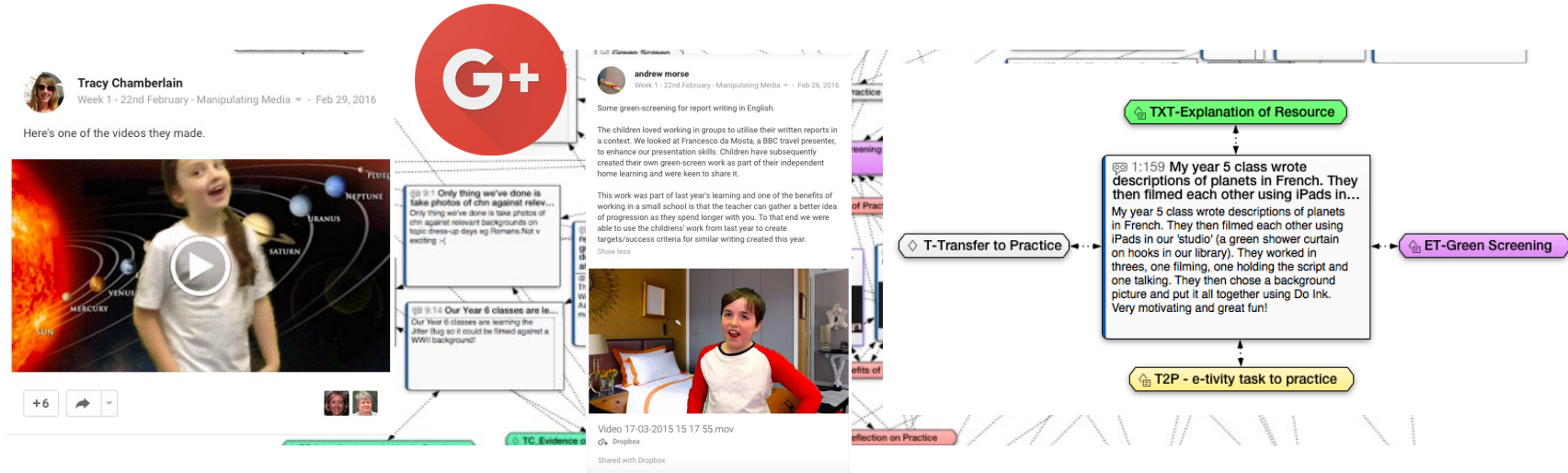
## The Green Screen story

Evidence the Hybrid MOOC creates an active and supportive Community which displays other traits and behaviours associated with online Communities of Practice.

- A merge of real and virtual worlds
- Knowledge transfer
- Roles of those involved
- Peer to peer learning
- Reflection on transfer to practice



# Content + Explanations



= Evidence of Practice



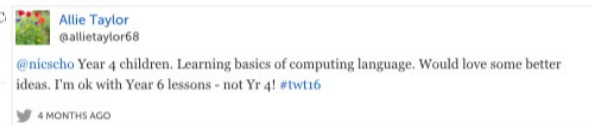
# Comments



What a brilliant piece of work! These two really shared their knowledge and understanding. It's a great medium for that.

Participant

# + Conversations



# = Peer to Peer Learning



# Reflection + Peer to Peer

‘We have bought the equipment for Green Screening and it is (now) a school theme for the summer term, totally inspired by the MOOC! We will be focussing on using it in Literacy to encourage engagement, creativity and presentation skills.’

= (Intention to) transfer to Practice



# Next Steps

Continue to analyse data and apply to theoretical framework.

Query the value of the visual material in prompting behaviours of participants in the MOOC.

Offer further insights into effective structure and management of MOOCs.

