iPads, Minecraft and the PYP Classroom

Mary Kay Polly

Extension Support Teacher,

ICT Coach, iPad Support teacher

Raha International School

Abu Dhabi, United Arab Emirates

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create

United Arab Emirates

Abu Dhabi, UAE

National Day 2012

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Raha International School
Abu Dhabi , UAE

Overview
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- iPad pilot at Raha International School

- Grade 5 Unit of Inquiry using *Minecraft*

- Technology, Games-Based Learning, 21st Century Skills

- Questions / Discussion

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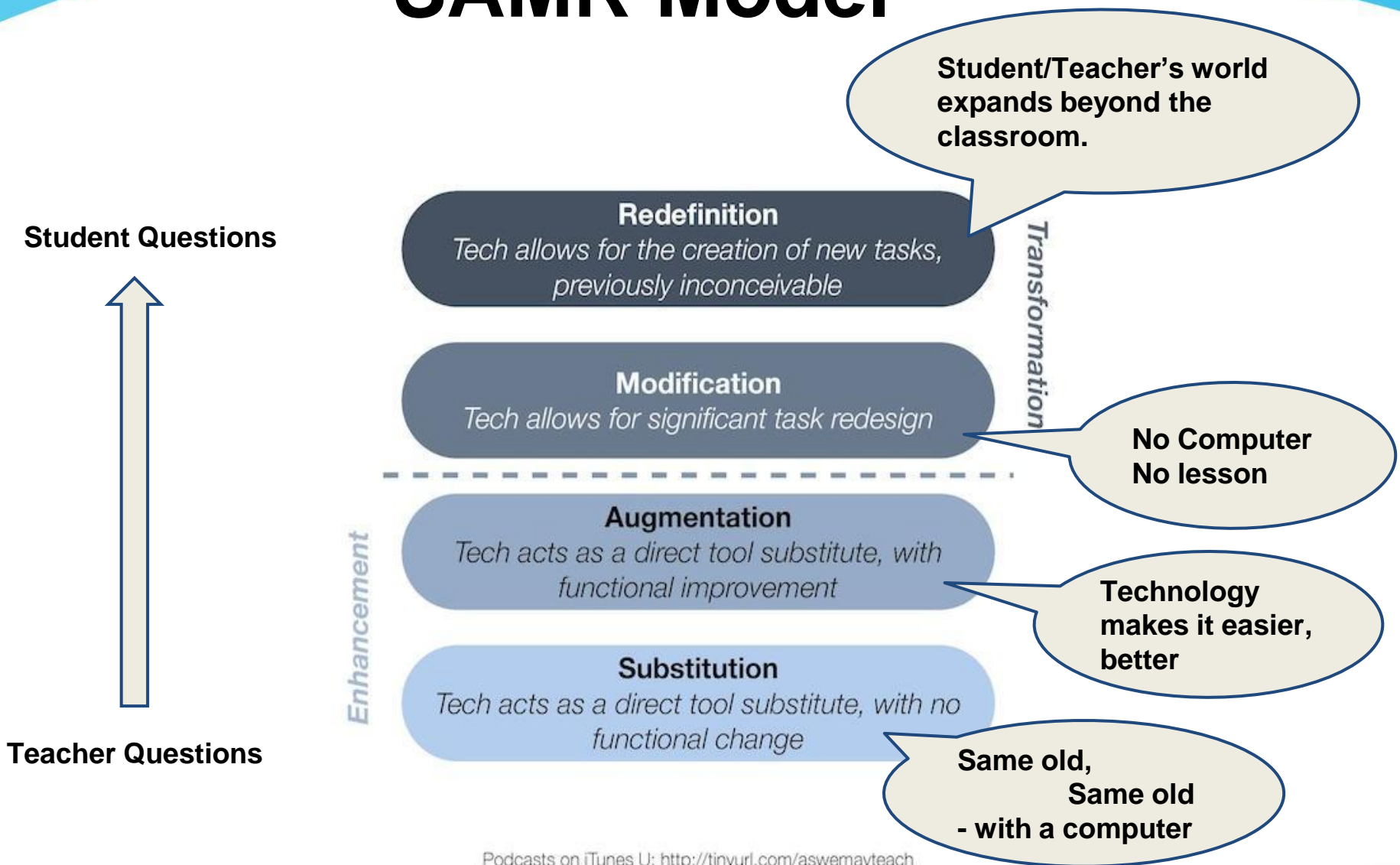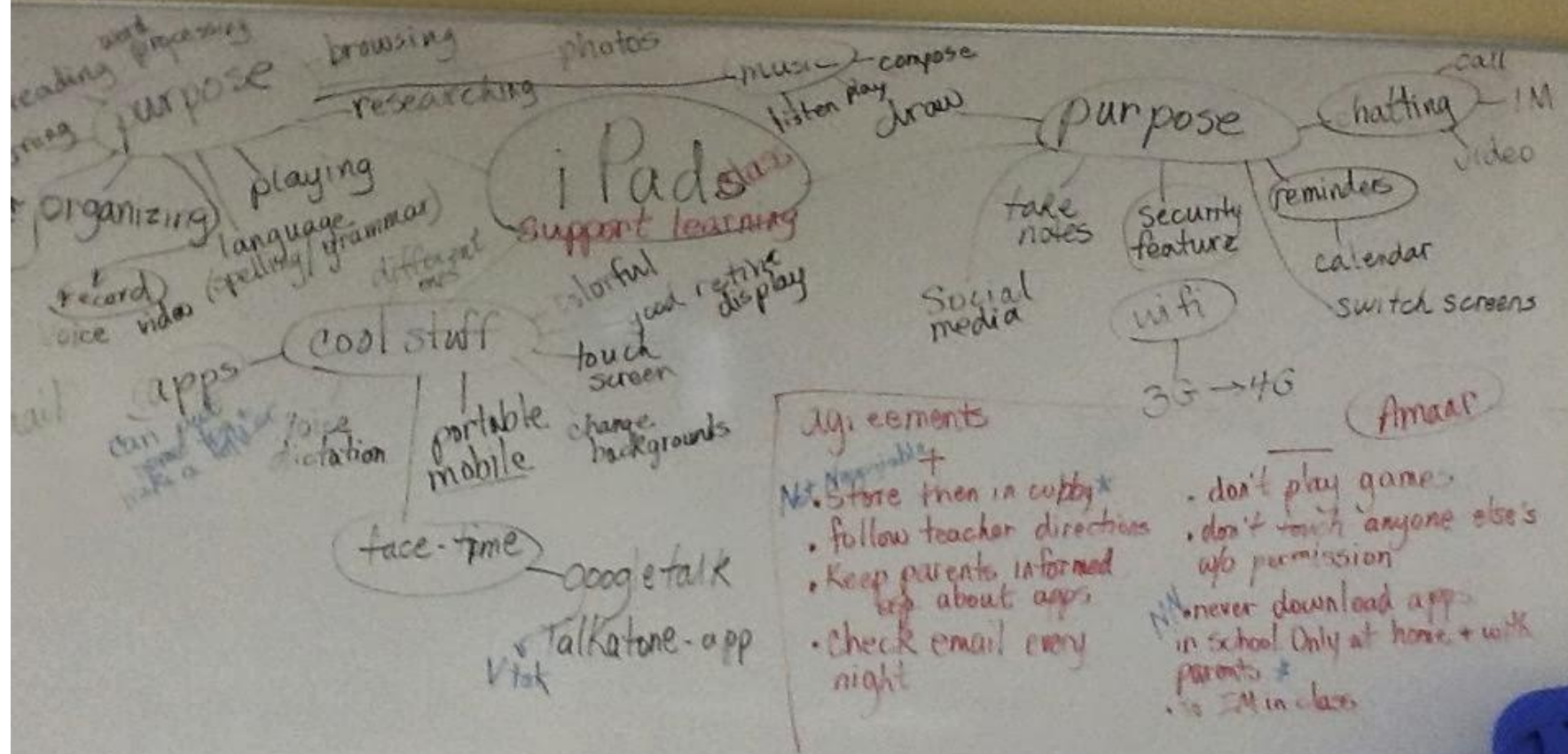educate
create

iPads at Raha International School

2012-2013 iPad Pilot

Grades 4 & 5
 (1 class each)
- BYOD
- Google account
- 500AED/100Euro for iTunes Apps
- Bring to school charged everyday

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SAMR Model

Gr.5PT

Essential Agreements

1. Take care of each other (treat others the way you want to be treated).

2. Think before doing (take care of ourselves).

Apology of action: "you broke it.... you fix it

3. Take care of our classroom.

iPad Agreements 5PT   September, 2012

- Store iPad in filing cabinet, when gone and no one in class.

- Follow the teacher's directions.

- Keep your parents informed, especially about apps.

- Check your email every night.

- Don't play games in school.

- Don't touch anyone else's without permission.

- Never download apps in school. Only at home, with your parents.

- No messaging in school.

(Signatures)

Saif al balons...
Nicole Tan
Leih
Amaar Lila
Allyssa Borg
Noora Al Shami
Sarah Al-ghuttas
Sacd al Ronkon
Danton Parka Amir AbouSAfien
Cali albertson
Ally
Jenny
Roqe'a
Sam Dabbous
Eve Neek
Lachlan Hughes
Jens Vanderwom
Katherina Habner

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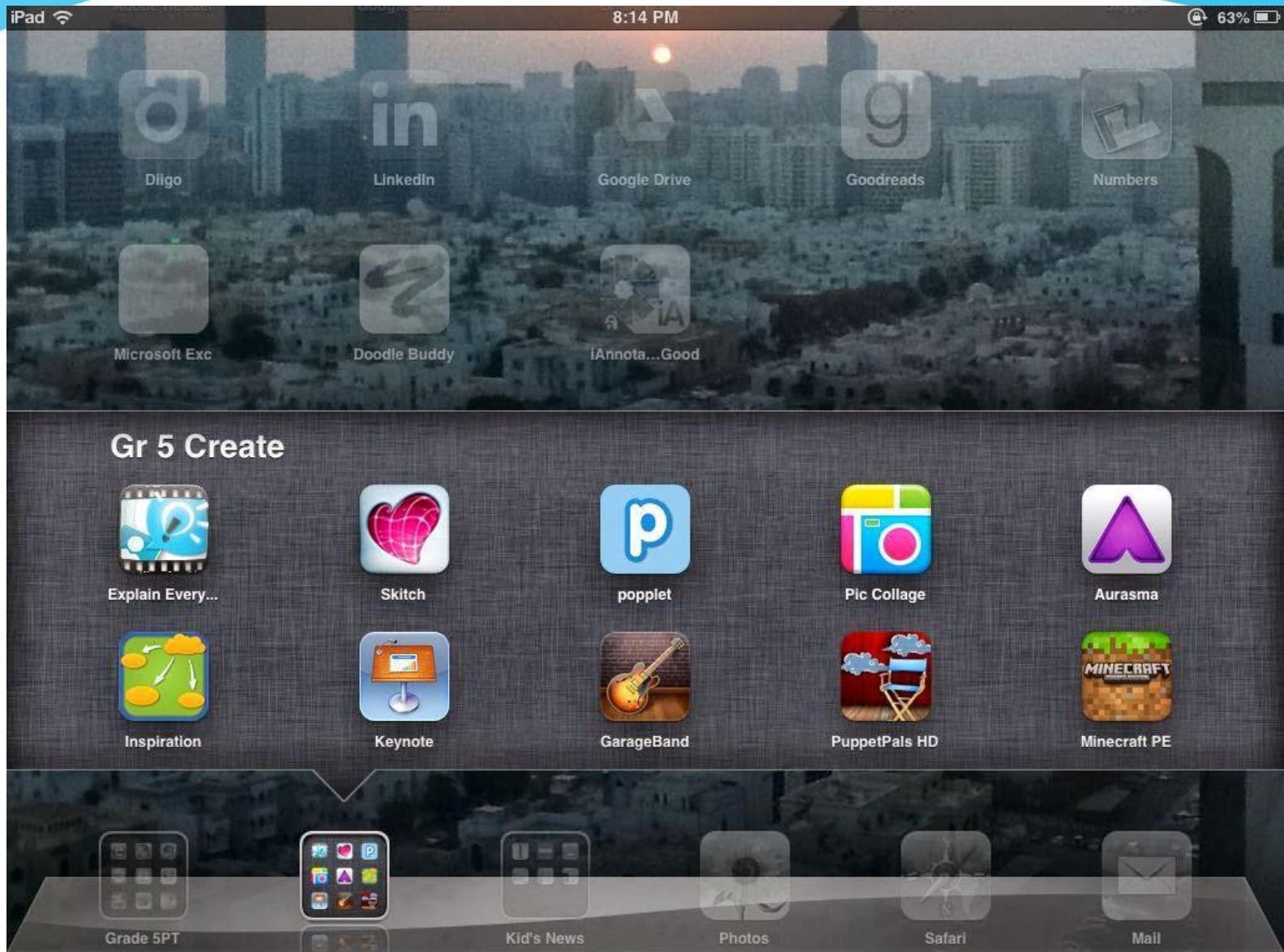create
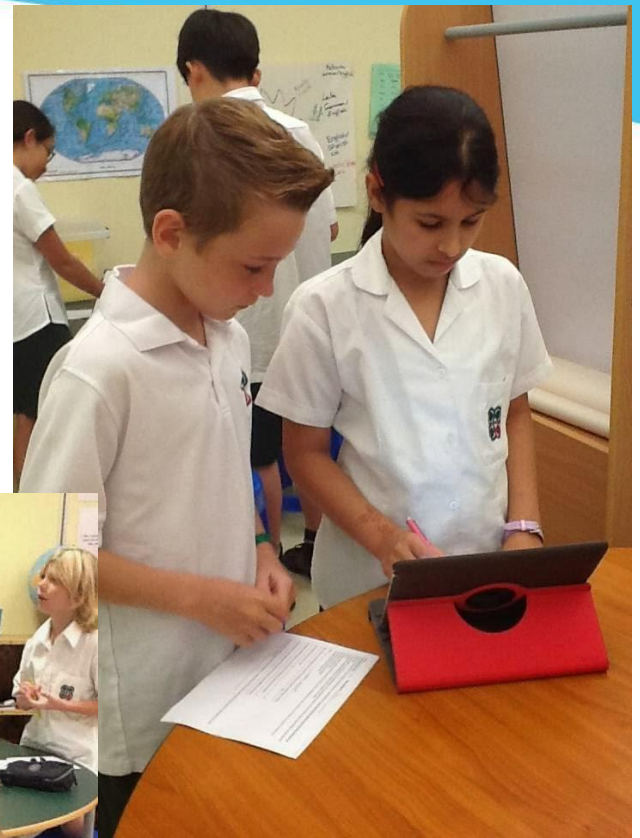
The iPad as an Educational Tool

CREATIVITY

COLLABORATION

REFLECTION

O I learned how to take a snap shot

O I learnt the 5 elements which are knowledge, concepts, action, skills, attitude. Knowledege is what you learnt, concepts is causation, action is when you take action to change something, skills is what you know how to do, attitude is what you show.

O I understanded what was the difference between concepts and attitude : a attitude is something you do and a concept is an idea.

O I learnt how to photoshoot the screen

O I learnt what beneficial means.

O There are 6 units in each grade. We thought about knowledge, concepts,skills, action,attitudes and learner profiles. We thought about which central ideas were connected to the 6 units. We thought about which skills we need, what knowledge really meant, what pyp attitudes we can demonstrate, and we thought about what we do to make action. The concepts that we use, we thought about as well.

O There were six units.we thought about knowledge concepts skills action attitudes and learner profiles.what central ideas where connected to each unit. And which skills we need what knowledge we need we need to demonstrate the pyp attitudes and what we do to improve our actions and the concepts that we use.

O I learnt that there are 5 essential elements: skills, knowledge, atitude, action and concepts. Skills is what you have or what you can do. Knowledge is what you know, attitude is what you demenstrate, action is what you do to change something, and concepts are like causation and change.

O I learned that there are many different things that make up a unit of inquiry. Like under concepts there's Form, function, change, reflection, connection, perspective and causation. And under skills there's communication, self management, social, research and thinking skills.

O I learned that the 5 essential agreements are different things that I said They are Knowledge Concepts Actions Skills Attitude It was hard a little bit because you didn't know which went into which because they didn't fit right into any of them

O We learned about the five elements of UOI which are knowledge,concepts,skills,attitudes and action. Then when we sorted the topics,we knew which went where nd which was not meant to be there. For example for knowledge all the words were in big letters and bordered in black cardboard but two words weren't in big letters but they were supposed to be in knowledge.But it wasn't only about the looks we knew that they were meant to be there.

O I learnt the about the five elements which are knowledge , concepts, action, skills and attitude. I also learnt that the five elements go in order and we do it when we study a topic of UOI.

O Communication we communicated to sort things out

O I learned how to put things in a group

O I learned how to put things in a group and where to put them
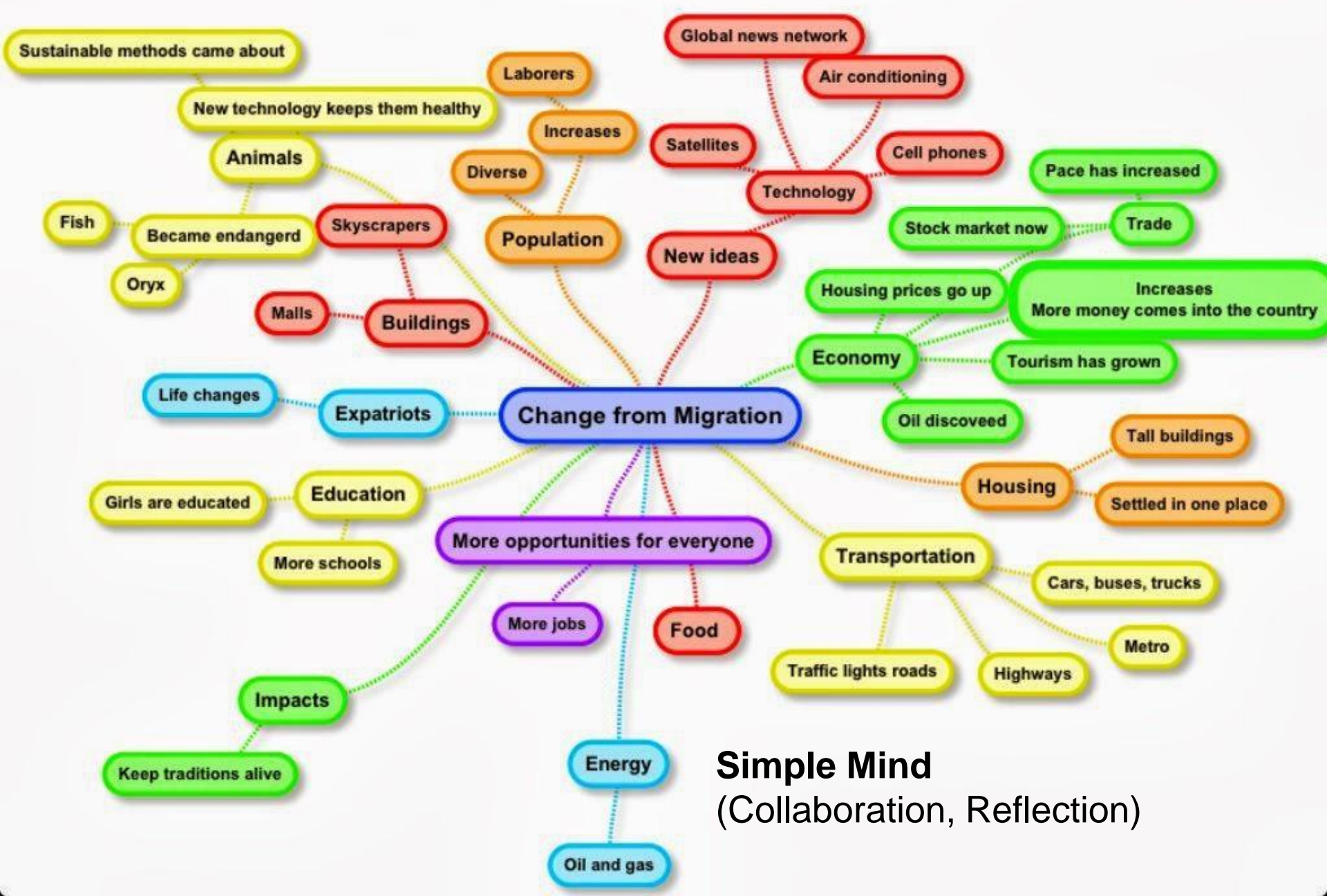
O I learned how to be organized.

End Activity

Socrative
(Reflection)

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To ensure you can always recover your password, we recommend adding a second personal email address to your account.

Enter a secondary email address | Save

Edmodo
(Collaboration and Reflection)

Ms. Polly
Teacher

Latest Posts
Discover
Insights

Groups   Join or Create
Gr5PT

Communities   Browse
?

Gr5PT

Posts | Folders | Members | Small Groups

Post: Note   Alert   Assignment   Quiz   Poll

type your note here...

Jonny W. to Gr5PT

As I wake up I'm hearing the noises of Centaurs attacking. I sigh and pick up my sword, looks like I'm gonna have to save these guys... Again, as I walk outside I decide to go and get my friend to help me. Last time I tried on my own, well lets just say I was stuck in the doctors for a week. I knock on my friends door and he opens it up all ready with his dagger and bow,"I had a feeling you would be coming here" says Curlos. By the way my name's Haxon, his name is Curlos wer'e best friends.
"Well the Centaurs don't like me sleeping...

Show Full Post

Mar 13, 2013

Amir A. to Gr5PT

My book

Notifications

74 Turned-In Assignments
5 Assignment Comments
23 New Group Members
18 New Replies
13 New Direct Posts

Gr5PT

Group Code:

LOCKED

Join Group URL

http://www.edmodo.com/home#/joi

Public Page
Subscribe Group to Feed
Group Settings
Group Notification Settings

Recent Activity

Call A. logged in
May 8, 2013

Search...

Profile   Account

Simple Mind
(Collaboration, Reflection)
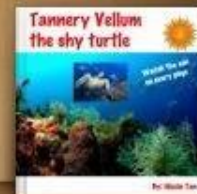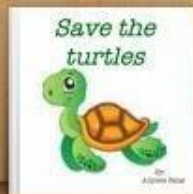
Book Creator
(Creativity, Collaboration, Reflection)

Book Creator

Close   📷   🖼️   🎤   🗑️   ⓘ   ↗️   🔍

Period	Wednesday
8:00 – 8:10	Homeroom/attendance
1 8:10 – 8:50	Mini Exhibition with gr 4
2 8:50 – 9:25	Mini Exhibition with gr 4
3 9:25- 10:10	Mini Exhibition with gr 4
First Break 10:10- 10:30	RECESS
4 10:30 – 11:15	Music
5 11:15 – 11:55	Mini Exhibition in Ms Tina's
11:55– 12:10	Lunch
Second Break 12:10 – 12:40	Lunch Recess
6 12:40 – 1:25	Islamic A Reflection
7 1:25 – 2:05	Art
8 2:05 – 2:50	Arabic

Evernote
(Reflection, Creativity, Reflection)

Wednesday,
May 15, 2013

Good Morning!

To get ready for the Mini Exhibition, please set up your iPad at your station and get uour report from the pile behind my desk. Your iPad should be open to your BLOG. your report should be sitting on the table in front of your display board. Think about how you will begin.
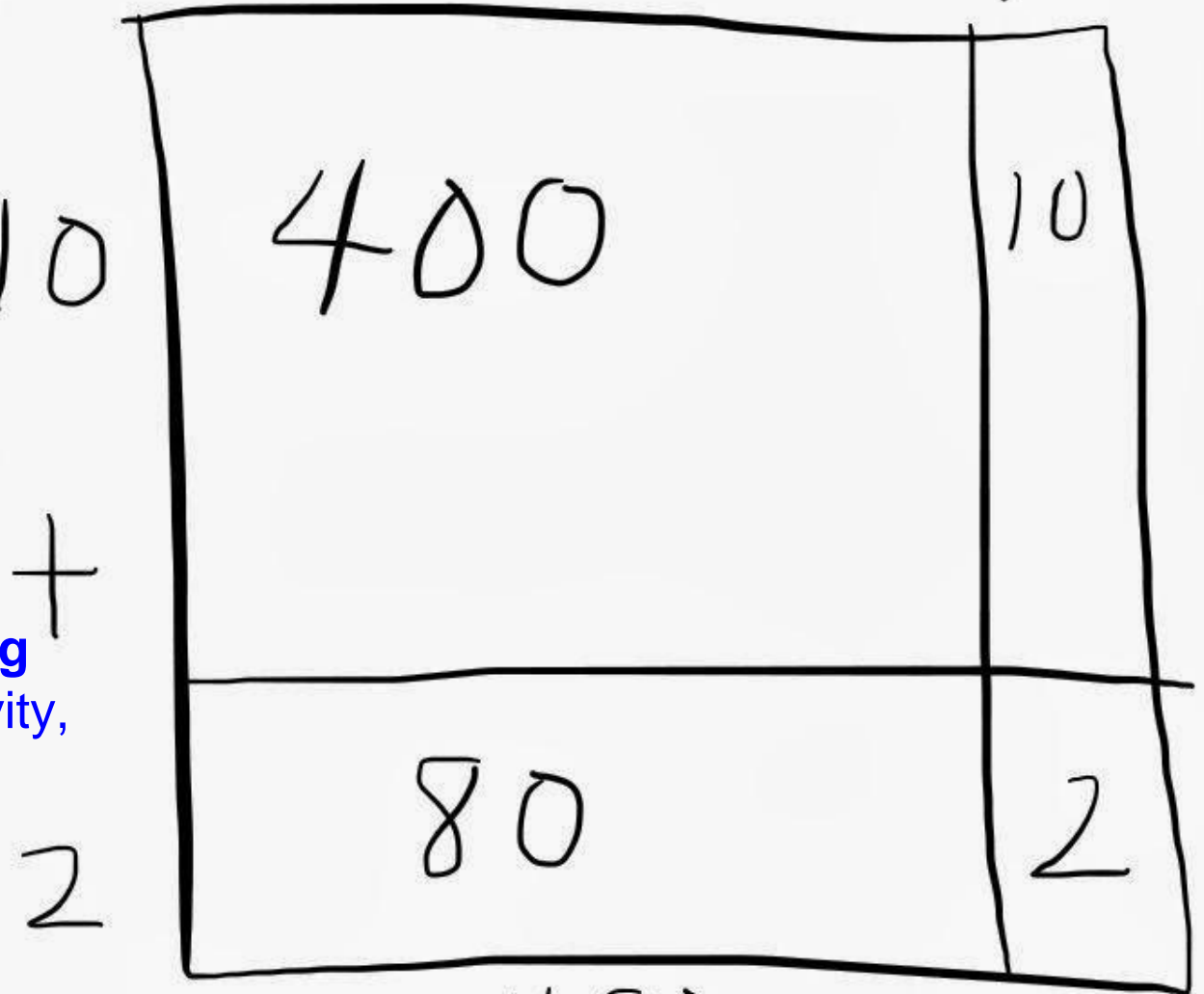Then come and sit on the floor infront of the white board so I can speak with you all.
Smile and take a deep breath! You will be great!

Love,
Mrs Polly

136 Notes

iPad Class Ma

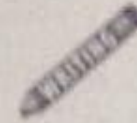RECEN
Wed
7:34
Wedi
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Exhib
iPad
repon
desk
to yo
be st

Questions for refle
after PYPX Mini Ex
Yesterday. Please answe
following questions in yo
How did it go? Did you fe
confident answering que
Were there any questions
had difficulty answering?
feel prepared? How do y
your board compared to
How can you adapt your

estions

repare for the
at is your issue?
inspiration? What
ral Idea mean?
oose the concept
d you choose
lines of inquiry?
oose these

Assessment:
Using Fractions and Percents

Noora

Solve the following problems. Explain how you determined your answer.

1. Sonya and Adam have loaves of bread that are the same size. Sonya cut hers into 8 equal slices and ate 3 of them. Adam cut his into 10 equal slices and ate 4.

   a. Whose slices were bigger? How do you know?

   Sonyas slices are bigger because she cut them into less slices,which gives each slice more space.

   b. Who ate more bread? How do you know?

   No one ate more, they both ate the same amount

Explain Everything
(Reflection, Creativity, Collaboration)

Slide 1 of 7   00:00:00

Ways to describe Triangles

All the angles equal 180°

Angle Sizes

Right angle=90°   Only one angle   Right triangle

Acute < 90°   All angles   Acute triangle

Obtuse > 90°   Only one angle   Obtuse triangle

Side lengths

All sides are different lengths   Scalene triangles

Two sides are equal length   Isosceles triangle

All sides are the same length   Equilateral triangle
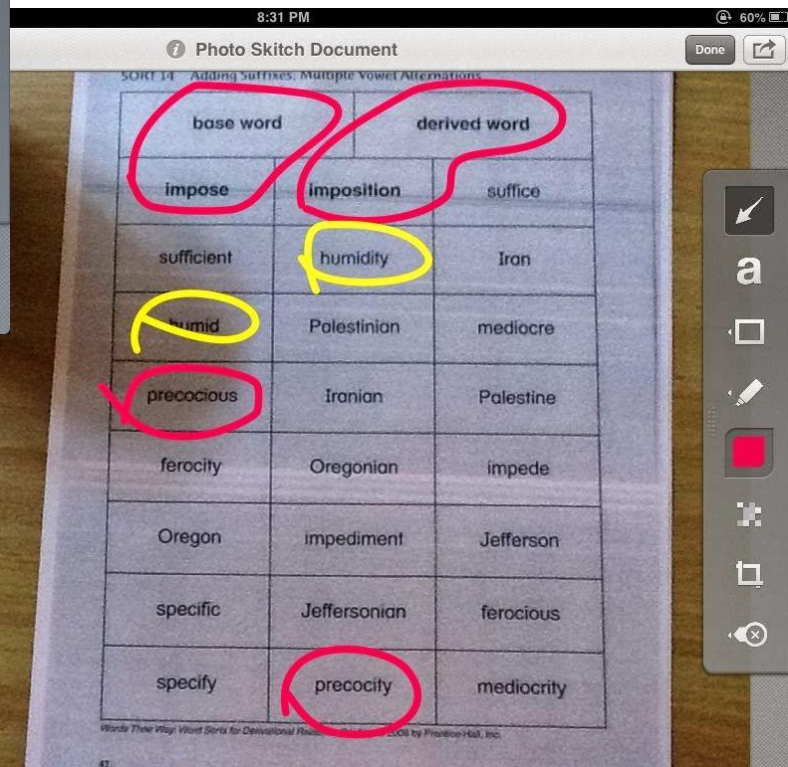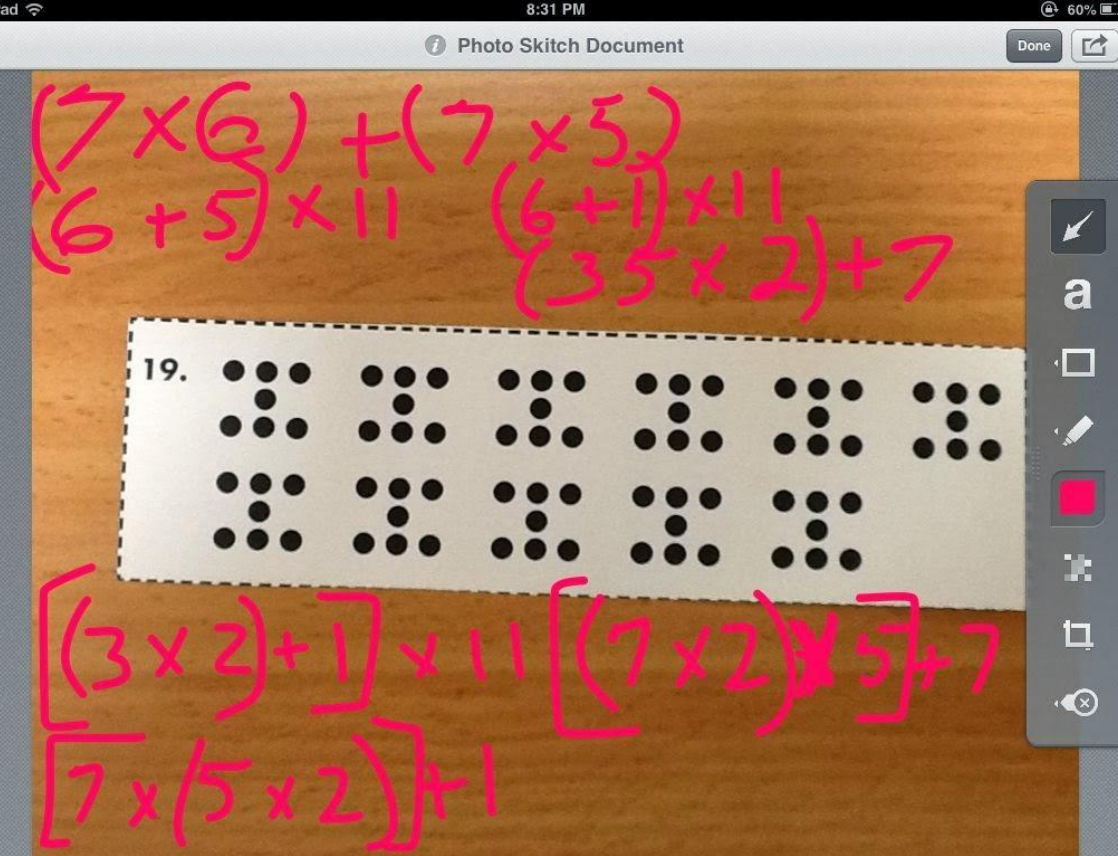
Skitch
(Creativity, Reflection, Collaboration

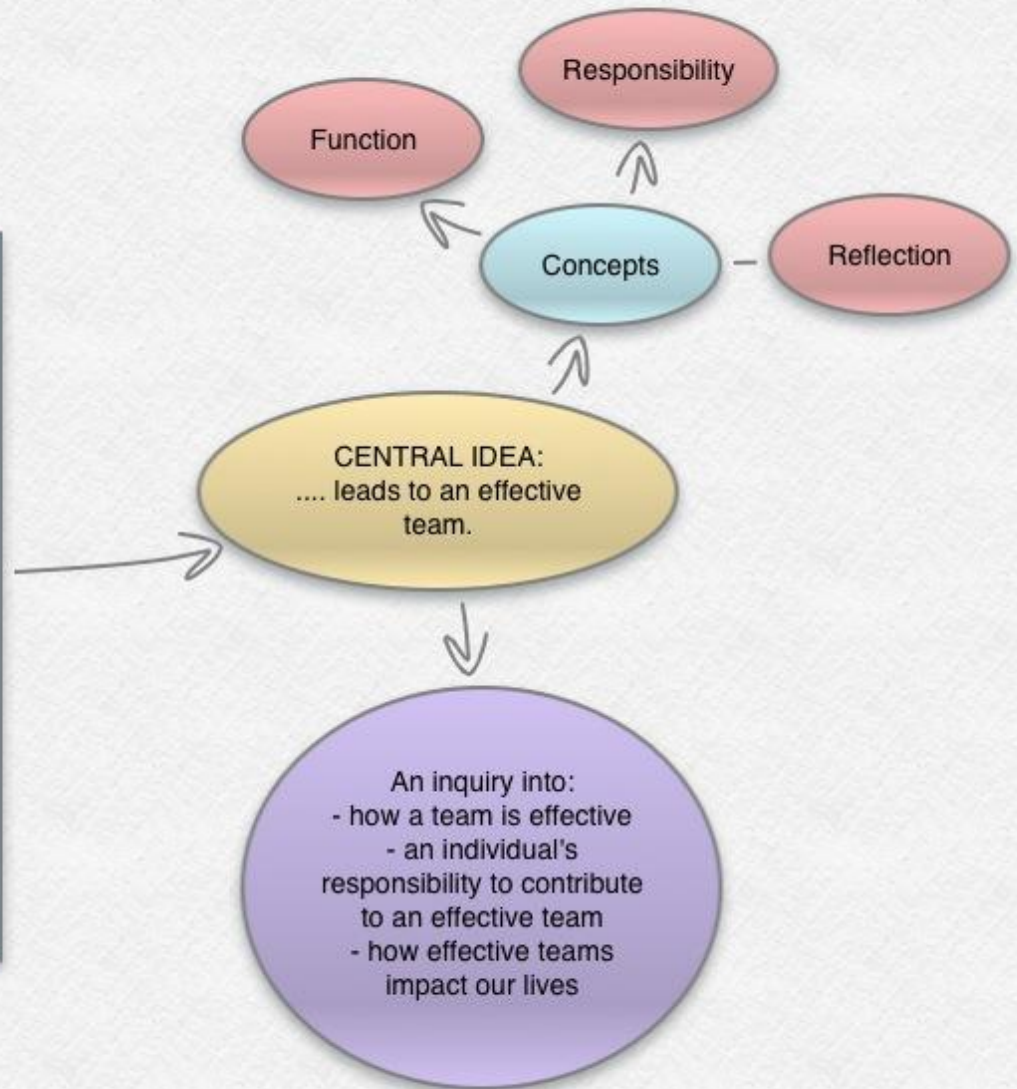innovate
educate
create

SAMR Model
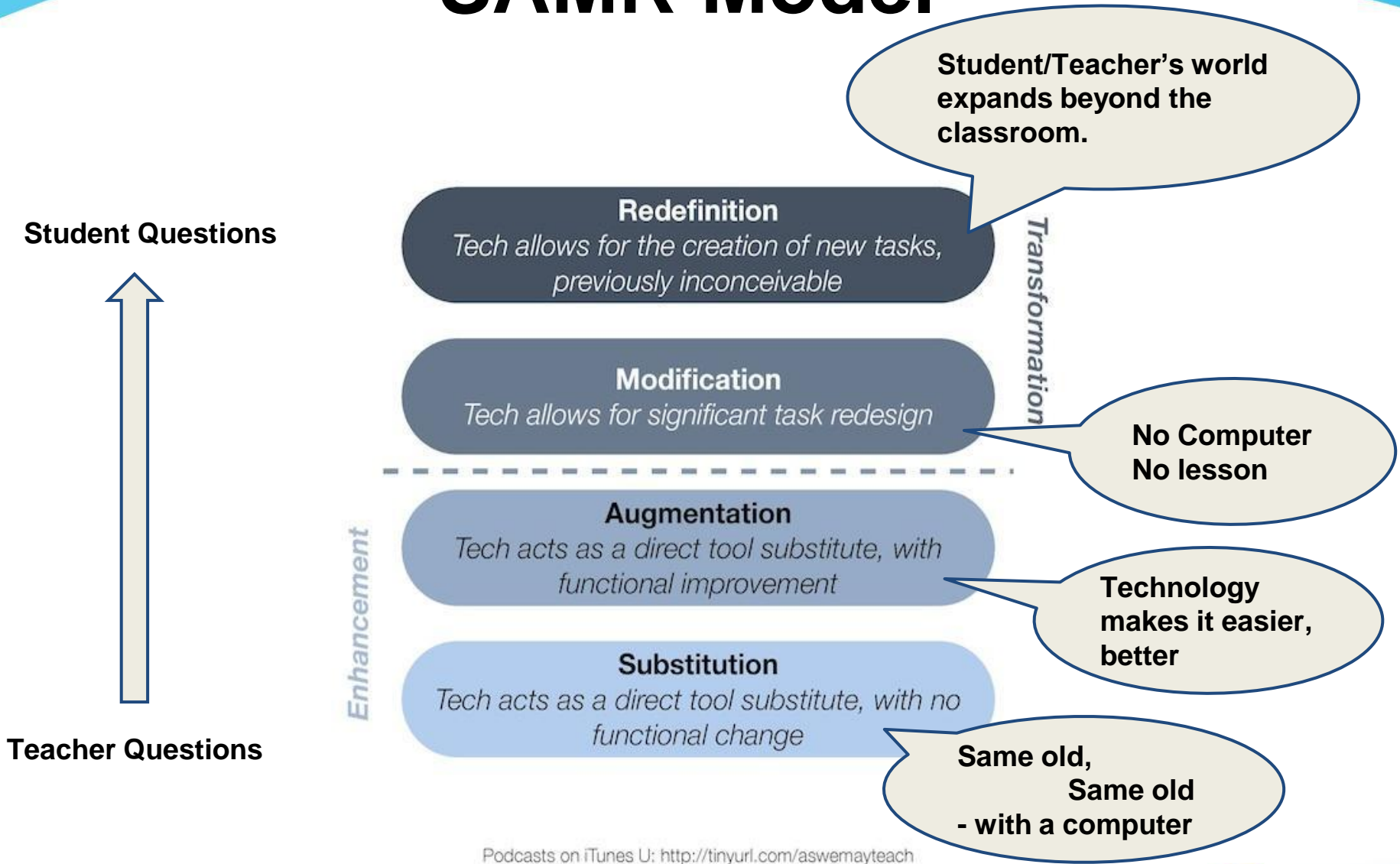
Unit 4

How we organize ourselves

An inquiry into the interconnectedness of human-made systems and communities; the structure and function of organizations; societal decision-making; economic activities and their impact on humankind and the environment.

Responsibility

Function

Concepts

Reflection

CENTRAL IDEA:
.... leads to an effective team.

An inquiry into:
- how a team is effective
- an individual's responsibility to contribute to an effective team
- how effective teams impact our lives

Ferrari World and F1 Circuit

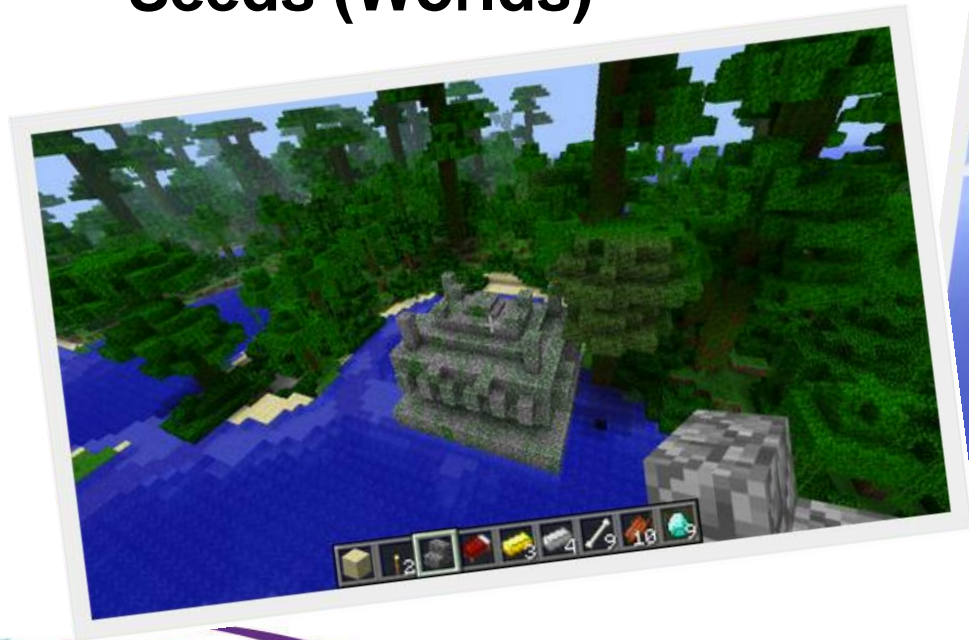# What is Minecraft?

A Sandbox Game

The official resource on everything *Minecraft*.

Facts:

- Alpha version 2009
- Beta version 2011
- over **12 million** PC/Mac versions sold
- pocket versions for iPad and Android, PC/Mac versions, XBox 360 version out now

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Seeds (Worlds)

Minecraft EDU

> 1700 schools worldwide have purchased MinecraftEDU

Who is Teaching Who?

Should you know more than your students?

NO

Brainstorm Team Tasks
on Minecraft

EASY

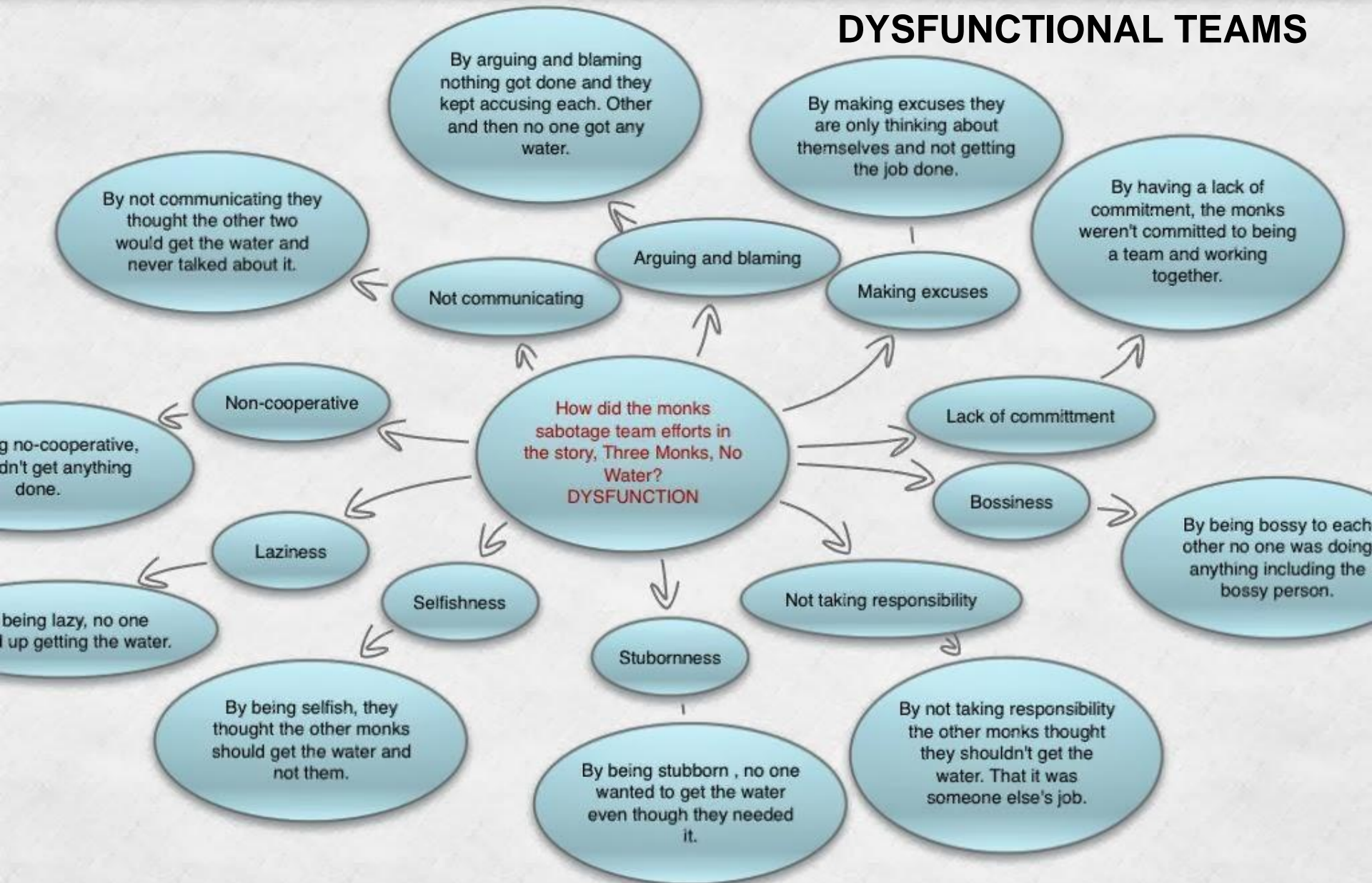- Build a structure out of stone 50 meters square and 1 story high in 15 minutes

MEDIUM

- Build a fence out of wood and capture as many cows as you can in 10 minutes

DIFFICULT

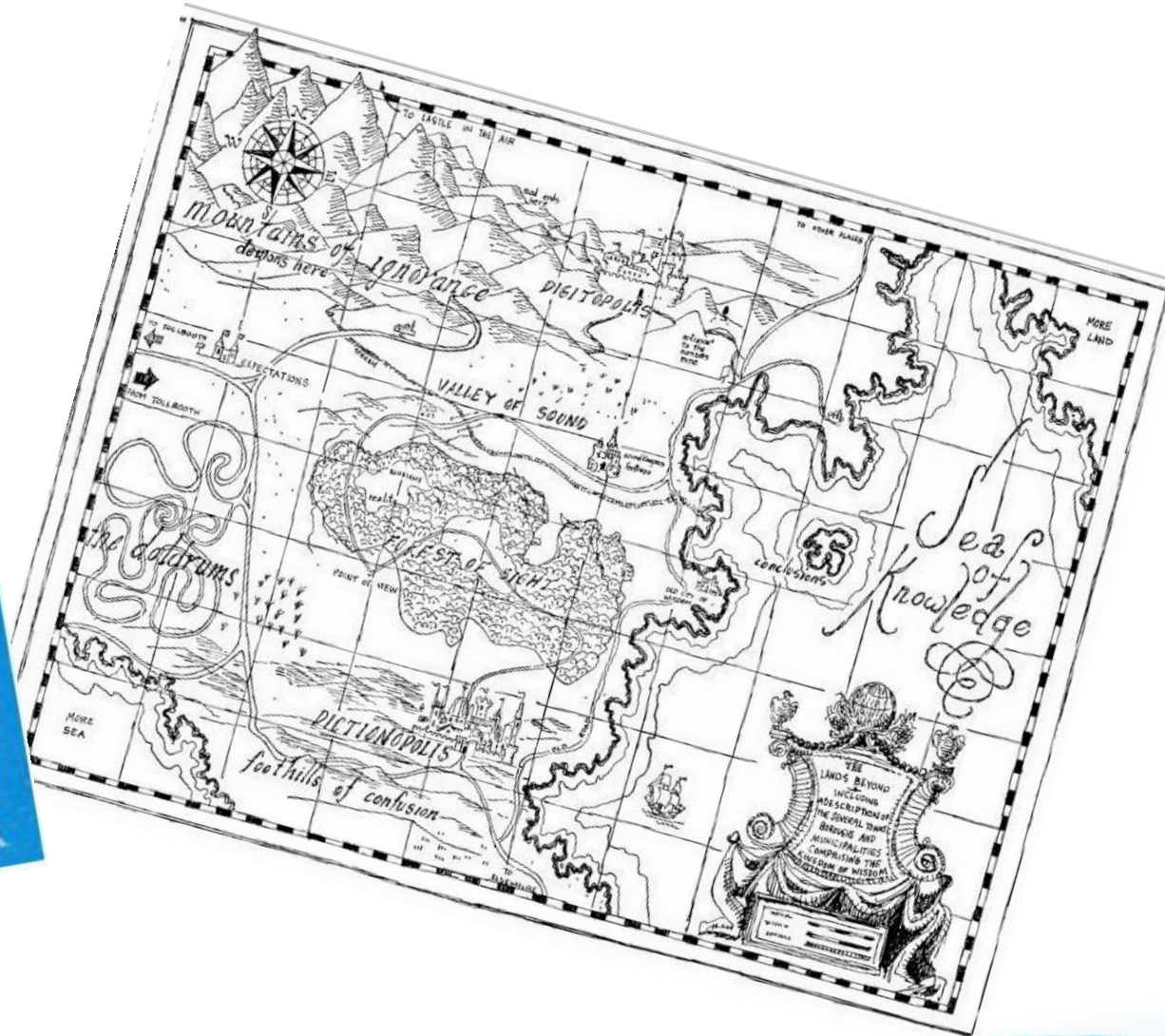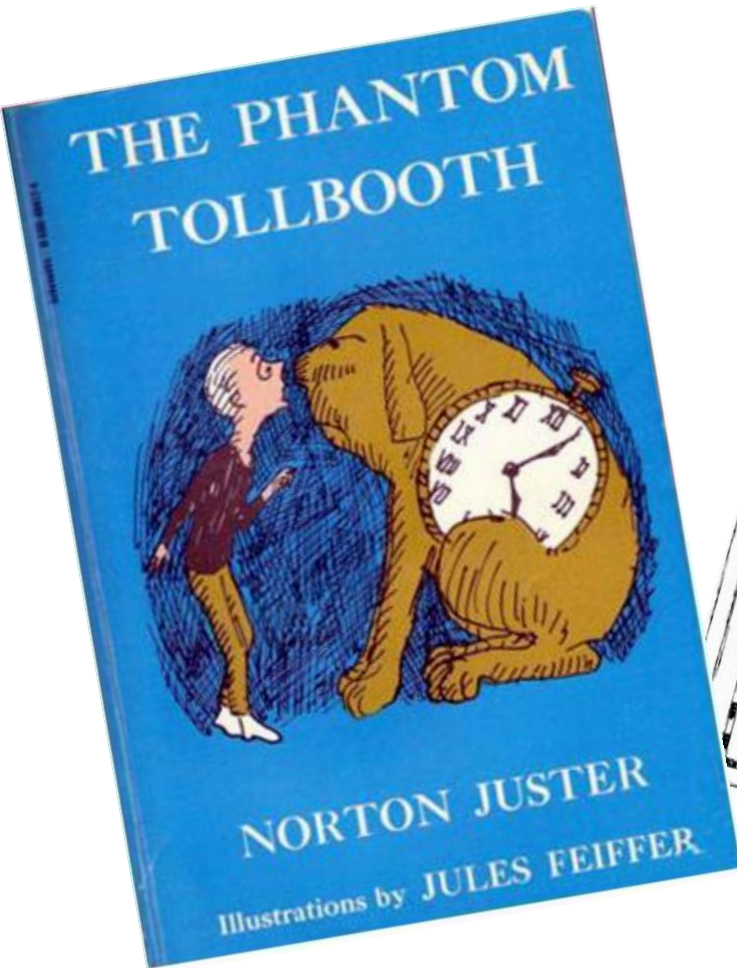- Build a structure 50m X 75m, 2 stories high with 8 windows and 2 doors

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DYSFUNCTIONAL TEAMS

By arguing and blaming nothing got done and they kept accusing each. Other and then no one got any water.

By making excuses they are only thinking about themselves and not getting the job done.

By not communicating they thought the other two would get the water and never talked about it.

By having a lack of commitment, the monks weren't committed to being a team and working together.

Arguing and blaming

Not communicating

Making excuses

Non-cooperative

How did the monks sabotage team efforts in the story, Three Monks, No Water?
DYSFUNCTION

Lack of committment

g no-cooperative, dn't get anything done.

Bossiness

Laziness

By being bossy to each other no one was doing anything including the bossy person.

being lazy, no one up getting the water.

Selfishness

Not taking responsibility

Stubornness

By being selfish, they thought the other monks should get the water and not them.

By being stubborn , no one wanted to get the water even though they needed it.

By not taking responsibility the other monks thought they shouldn't get the water. That it was someone else's job.

The Phantom Tollbooth

Unit 4 Summative Task

Your team's task is to recreate one of the

locations(settings) from the novel, <u>The Phantom Tollbooth</u>,

by Norton Juster.

For example:

- The city of Digitopolis
- The city of Dictionopolis
- The Mountains of Ignorance
- The Sound Keeper's Castle
- The Valley of Sound
- The Doldrums

You need to include aspects from the book in as much

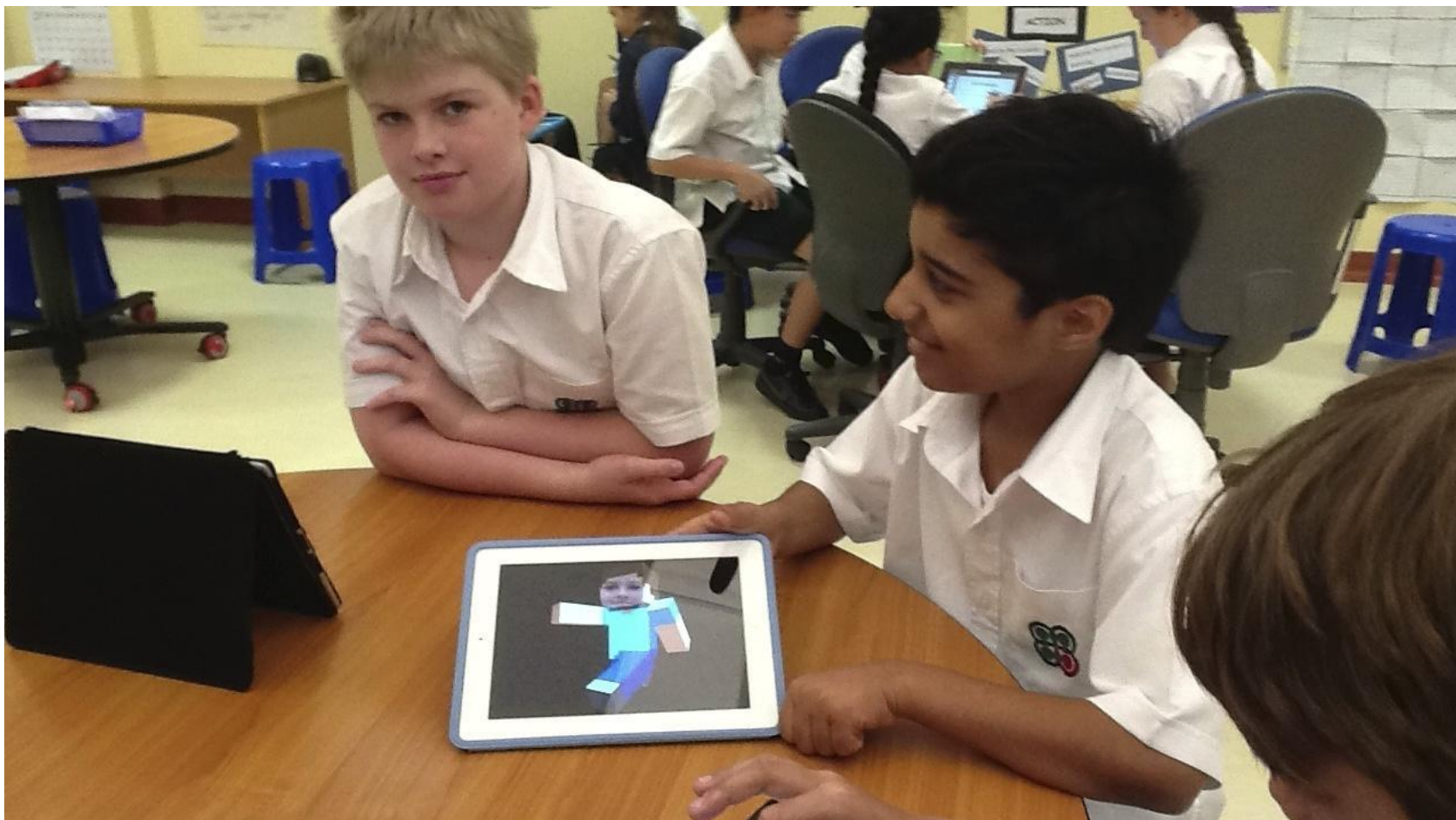detail as possible.

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Your presentation should include the following:

- How you divided up the roles

- The method(Apps) you used to plan with before beginning the task

- One 'roadblock' that your team encountered

- How you overcame this 'roadblock'

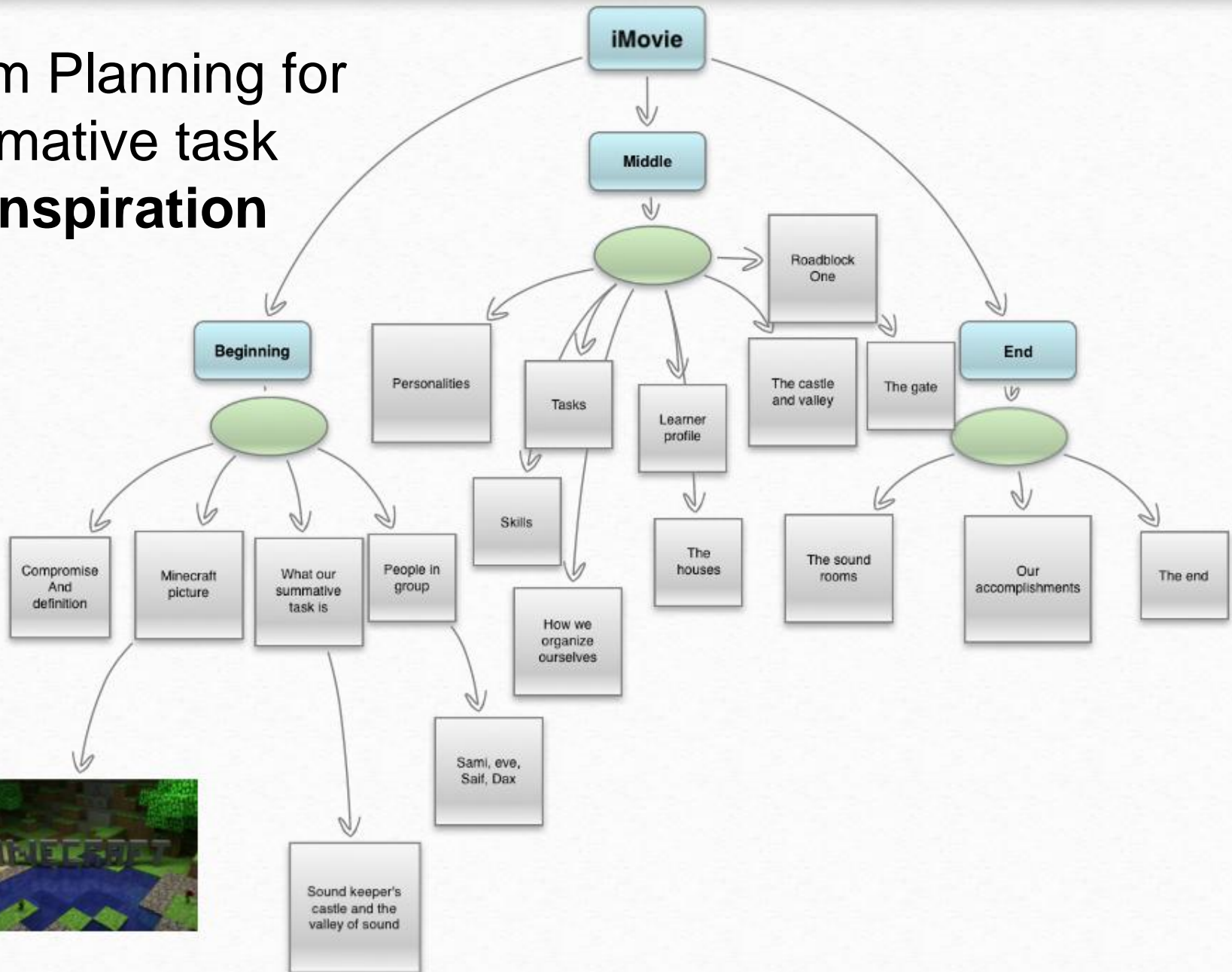- How your team demonstrated the PYP Attitudes and Learner Profiles

Team Planning for summative task on **Inspiration**

💡 Tip: Ask a question orally, students answer via Socrative. Learn more

My Room Number	460538
Responses	17/13

Responses:

Jonny team 2 They did really awesome but there were two issues the first one is the fact that it was only Sami talking and when the others were talking he would have to correct them alot and the second thing being that they focused on what they had made in minecraft but not about teamwork and any struggles they made to achieve there goal. ❌

ROGIER I think that group 2 did a good job but they could've done better. They mainly reflected on what they've build but did include all the things needed. Sami took over and didn't let the others speak. Eve did get to speak a little but said and dax only got to say one tiny bit ❌

Noora- Team 2 I think that they did really well, they're presenting was good, learner profiles and attitudes followed the right steps, but the problem was that one person was taking over and not letting the others speak, and the audience thought how one person was reacting that it would change his personality, but other than that they had a good presentation, it gave us a clear notice on what they were doing, and I think also that the learner profiles and attitudes really fit them because I can like see how they used the learner profiles and attitudes. ❌

Amir group 2 I think they had a good presentation but Sami was taking over the entire presentation and didn't let anyone else talk which ruined the presentation (Sami your sure your not a lion right). Also they also forgot the learner profile and attributes that was a big problem and they should have wrote more. But the rest of the presentation was ok other than constant arguing ❌

I think they did a really good job on explaining how their team was effective. But i think what they should work on is how they would work together and stick to their original plan. Name: Zhen Wei ❌

Katherina - group 2 I think that group two had a good presentation, although they should have work on adding the learner profiles. It didn't look like they weren't very ready yet. Sami said that he was a golden retriever although he really acted like a lion, like when eve was trying to say something he took over. Their presentation was a bit too much about minecraft and not really about the teamwork. I think that if they weren't fooling around they could have gotten their presentation done. They forgot a few really important pieces of information. ❌

Amaar, Team 2: I think you did a good job with your presentation. You included everything and explained clearly. The only problem was that Sami took over and was saying everything. He didn't really let the others speak. You could've also worked according to your plan to make it more about the teamwork because your presentation was more about the minecraft than the team. ❌

Nicole Group 2 I think that the groups Minecraft building was very good, but their presentation and their informamation Inside their iMovie wasn't so good. Group 2 added more things about their building than what worked well or the skills or the attitudes etc. they focused more on the Minecraft. It was quite ❌

Peer Feedback on **Socrative**

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Minecraft digitopolis

Unit 4 summative task

What didn't work well

- That we argued a lot on what block to use.

- That we sometimes did something that nobody knew about.

Learner profiles we showed

- Communicating- because when we had issues we communicated to solve them.

- Open minded- because we shared our ideas.

- Thinker- because we thought about how to build stuff.

Lions

Allyssa   Katherina

Rogier

Student Reflections

Learner Profiles: Communicator, Reflective, Open-Minded, Caring, Principled

Attitudes: Enthusiasm, Cooperation, Respect, Commitment, Creativity, Tolerance

Skills: Self-Management Skills, Communication Skills, Social Skills, Thinking Skills

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…. leads to an effective team.

Organization

Responsibility

Compromise

[Cooperation](#)

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Teacher Reflection on the Process

- play Minecraft to gain familiarity with it prior to students engaging in it

- add more structure to summative task

  eg: have team plan out the building of the

  structure on another App

- give more small team tasks on Minecraft at the beginning

- give a longer period of time for summative task on Minecraft to be completed

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21st Century Skills

The 21st century skills are a set of abilities that students need to develop in order to succeed in the information age.

www.thoughtfullearning.com

Information Age

The period beginning around 1970 and noted for the abundant publication, consumption, and manipulation of information, especially by computers and computer networks.

- American Heritage Dictionary, 2000

(Sociology) a time when large amounts of information are widely available to many people, largely through computer technology.

- Collins English Dictionary, 2013

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Information-age jobs require:

- students to think deeply about issues

- solve problems creatively

- work in teams

- communicate clearly in many media

- learn ever-changing technologies

- deal with a flood of information

- www.thoughtfullearning.com

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21st century Skills

Ways of thinking

- creativity

- critical thinking

- problem-solving

- decision-making

Ways of working

- communication

- collaboration

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21st Century Skills

Tools for working

- information and communications technology (ICT)

- information literacy

Skills for living in the world

- citizenship

- life and career

- personal and social responsibility

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From Conceptual to Practical

from : Assessment and Teaching of 21st Century Skills

Collaborative problem-solving

- Working together to solve a common challenge which involves the contribution and exchange of ideas, knowledge or resources to achieve the goal.

- http://atc21s.org/index.php/about/what-are-21st-century-skills/

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ICT literacy — learning in digital networks

- Learning through digital means, such as social networking, ICT literacy, technological awareness and simulation. Each of these elements enables individuals to function in social networks and contribute to the development of social and intellectual capital.
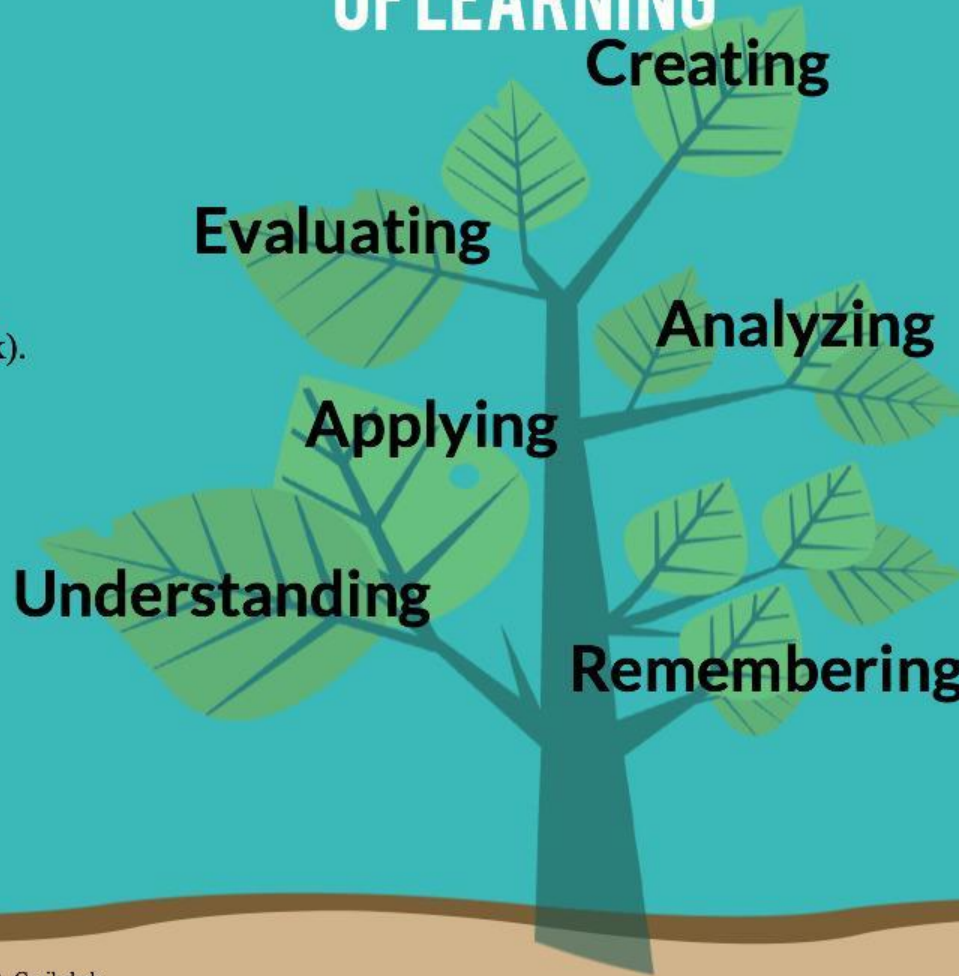
http://atc21s.org/index.php/about/what-are-21st-century-skills/

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BLOOM'S *Revised* TAXONOMY
OF LEARNING

Creating

Evaluating

Analyzing

To the most complex

Applying

From the simplest behavior

Understanding

Remembering

"After a learning episode, the learner should have acquired new skills, knowledge, and/or attitudes" (Clark).

References
Anderson, L., Krathwohl, R., Airaisian, P., Cruikshak, K., Mayer, R., Pintrich, P. Raths, J. and Wittrock, M. (Eds.) (2001). Taxonomy for Learning, Teaching and Assessing: A revision of Bloom's Taxonomy. New York: Longman.

Bloom, B. S., Engelhart, M. D. and Furst, E. J. (1956). Taxonomy of Educational Objectives: Handbook I. London: Longmans Green and Co. Ltd.

Clark, D. (n.d.). Blooms taxonomy of learning.
Retrieved from http://www.nwlink.com/~donclark/hrd/bloom.html

by: Mia MacMeekin
AN ETHICAL ISLAND BLOG

The rapid changes in our world require students to be flexible, to take the initiative and lead when necessary, and to produce something new and useful.

- www.thoughtfullearning.com

Employers want workers who can …

❏ think critically

❏ solve problems creatively

❏ innovate

❏ collaborate

❏ communicate

2013 report by:
- Association for Career and Technical Education (ACTE)
- Career Technical Education (CTE)
- Partnership for 21st Century Skills (P21)

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Are your students ready for the 21st century?

Are you?

Mary Kay Polly - Raha International School

mkpolly@gmail.com Twitter: @MKPolly