

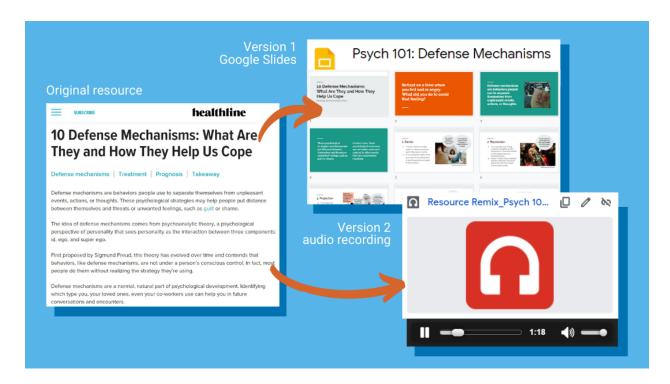
# Technology for Teaching and Learning 1 (TTL 1) Resource Remix





# **Resource Remix**

Technology for Teaching and Learning 1 Duration: 4 weeks | LO Code: TTL 1-2, TTL 1-3



#### Note to the Teacher

Hello Teacher! In this 3-week activity, we will challenge our students to make learning more accessible. They will create a portfolio that consists of two recreated or "remixed" versions of a learning resource. This project aims to enhance the students' skills in integrating media and technology in various content areas.

At the end of the three weeks, the class will come together to try out each other's portfolios and give each other peer feedback. We also hope that by the end of this project, our students will be able to navigate and use technology to refine, enhance, and adapt their content to make them more accessible to different learners.





## **Learning Outcomes**

By the end of this project, learners will:

TTL 1-2 Integrate media and technology in various content areas;

**TTL 1-3** Formulate teaching-learning experiences and assessment tasks using appropriate and innovative technologies.

#### **Product Description**

#### **Portfolio**

A portfolio that shows two versions of a learning resource. The new versions should still align with the learning outcomes of the original one.

Each version should be designed for a learner's specific context, taking into consideration ability, access, background, language, modality, etc.

The portfolio should include the original learning resource and a short write-up for each new version. The write-up should tell the story of how the student designed the new version. Who are the learners? What problem is this new version solving?

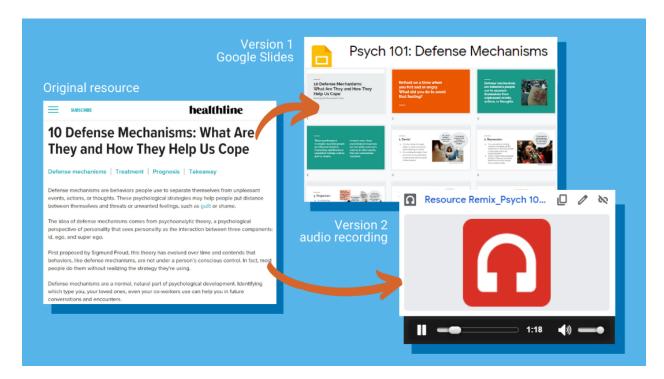
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Aligned with the learning outcomes	The new resources should still cover the same content and learning goals from the original learning resource	
Fit for the learners' context	The new resources should use appropriate technologies, modalities, and formats for the target learners	
Accessible and flexible	The new resources should promote inclusion and address learner diversity by decreasing barriers to access	
Demonstrates good multimedia learning and EdTech fundamentals	The new resources practice concepts such as Cognitive Multimedia Learning, SAMR, and User Experience Design	
Documented process	The writeups of the new resources should illustrate the research and decisions made in building the resources	





## Sample work

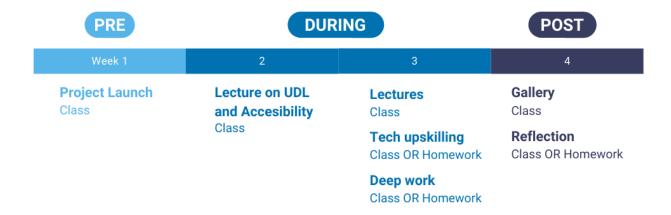


# http://bit.ly/TTL1ResourceRemix

Here is a <u>sample Resource Remix</u> by a BPed major. From her chosen learning resource, she "remixed" it into two different versions while keeping in mind the learners' contexts (one with high bandwidth, and another with low bandwidth). In the first version, she used Google slides in creating the presentation and used photos and GIFs to make the concepts more engaging and easy to understand. In the second version, she made an audio recording of the whole slide presentation for the students who have low bandwidth.



## **Overall Learning Journey**



#### **Detailed Learning Journey**

#### Project Launch

The Project Launch is done to introduce a real-world problem or situation that students can explore and try to solve. When done purposefully, the project launch motivates the students to investigate authentic real-world problems and come up with a product or solution. This is also the time to introduce and discuss what the project or product might look like through the rubrics.

# Problem (Inquire) | 30 minutes

• Students are given links to Real World EdTech stories created by teachers and students. These are multimedia stories that show the reality of remote and distance learning during the 2020 COVID-19 pandemic.

## **Entry Event (Acquire) | 15 minutes**

• Students are presented with the overall project design: the specifications of the resource remix, the goal of accessibility, and the rubric.

# Finding a Source Material (Collaborate) | 30 minutes

- Students create a shared repository of "inaccessible" learning resources. They
  can be slide decks that are not readable, videos that are hard for
  differently-abled students to watch, etc. Each student can be required to
  submit at least two.
- The created repository shall be the starting point for their resource remix.

# During

The next set of recommended activities are done to develop the necessary knowledge and skills to address the project's real-world problem. These activities are a mix of lectures, individual work, group activities, reflection, and feedback sessions. Feel free to add or remove activities to suit your students' context and needs.



Remember to include checkpoints and feedback sessions to monitor and support student progress.

For this particular project, we will follow a pattern consisting of (1) introducing a theory and (2) applying that theory to a small design challenge. These mini exercises should prepare students to approach the larger challenge that the project is based on.

#### Introducing the Lenses for this Project (Acquire) | 15 minutes

- Students listen to a talk on introducing the three key lenses (or frameworks): UDL & Accessibility, Cognitive Multimedia Learning, and UX Design.
- Each lens shall be briefly introduced and explained

#### Lecture on UDL and Accessibility (Acquire) | 30 minutes

- Lecture on Mayer's Cognitive Multimedia Learning (Acquire) | 30 minutes
- Lecture on UX Design (Acquire) | 30 minutes

#### Post

The last set of activities serve as the project's culmination. These activities allow students to share their processes and product. This is also the opportunity to facilitate a summative assessment of the intended learning outcomes and encourage student reflection as they look back on their experience in solving real-world problems.

#### Gallery (Inquiry) | 25 minutes in class

- Students compile all their outputs in a class folder or board
- Students take the time to browse each other's outputs

## Reflection (Inquiry) | 15 minutes in class or homework

• Students reflect on their experience from problem finding and framing, to researching and choosing a resource, to building and designing their Resource Remix.





# **Digital Tayo Modules**

The Digital Tayo modules are a great supplement to this project. Here are some lessons that we recommend, but feel free to look through the Digital Tayo website to select particular lessons that you want to use.

#### **Digital Empowerment Module**

Topic	Lesson	Description
Media and Tech Integration and Digital Citizenship	Lesson 1: Advocacy and Making Change	Students will learn about the concept of advocacy by identifying an issue that affects their community and brainstorming two changes that they want to see in the future concerning that problem.
Media and Tech Integration, Digital Citizenship, Learning Theories and principles	Lesson 3: Raising Awareness Through Media	Students will learn about and identify ways in which various types of media can be used to promote awareness around an issue.

#### **Virtual Learning Best Practices Guide**

The recommendations in this guide will help you grow in your skill, comfort, and ability to effectively teach in an online space.

## **Suggested Resources**

The following are suggested resources we curated that can be used as support material for the different topics and units in the curriculum, or for the conduct of the project.

Торіс	Resources
Real EdTech Stories	Pamilya Distansya by Melvin Calingo
	<u>Upskilling Challenge</u> by Kathlynn Rebonquin
	<u>Tech Hacks for Online Distance Learning</u> by Mahrionne Revilla



Real EdTech Stories in the Rural Areas of the Philippines -Cabanatuan City, Nueva Ecija by Andrea Sabandal Motivations of a Student by Nikki Mendoza The Kahimtang Series: Filipino Students amidst Online Distance Learning by Kiano Reyes Online Distance Learning: The Teachers Experience by Leni Garcia How to use Mayer's 12 Principles of Multimedia [Examples **Mayer's Cognitive** Multimedia Included] Learning Mayer's Theory of Multimedia Learning [Video] Mayer's Cognitive Theory of Multimedia Learning Mayer's Principles of Multimedia Learning | Instructional Design **SAMR** SAMR Model: A Practical Guide for EdTech Integration What is the SAMR Model and what does it look like in schools? The SAMR Model Explained By Students Technology is Learning: SAMR Model A Powerful Model for Understanding Good Tech Integration **Universal Design** What is Universal Design for Learning (UDL)? for Learning The UDL Guidelines

<u>Universal Design for Learning | Center for Teaching</u>

Innovation

Universal Design for Learning (UDL): A teacher's guide

Distance learning: 6 UDL best practices for online learning

Ten Steps Toward Universal Design of Online Courses





	Engaging Learners in Online Environments Utilizing Universal Design for Learning Principles
Accessibility	National Center on Accessible Educational Materials
	Distance Learning for Special Education
	14 Tips For Helping Students With Limited Internet Have Distance Learning
	Here's What Schools Can Do For the Millions of Students Without Internet Access
	How to Reach Students Without Internet: Key Recommendations 10 no-internet remote learning activities
	Assistive Technology: Finding the Right Resources for All Students Immersive Reader: Microsoft Learning Tools
	How to Use Voice Typing in Google Docs
User Experience	What is User Experience (UX) Design?
Design	What does UX in education look like?
	How User Design Can Impact Engagement and Learning for K-12 Students
	<u>User Experience Design   Foundations of Learning and Instructional Design Technology</u>
	UX for Learning: Design Guidelines for the Learner Experience
	Designing Education: Educating Design
	Nielsen Norman Group   World Leaders in Research-Based User Experience



