

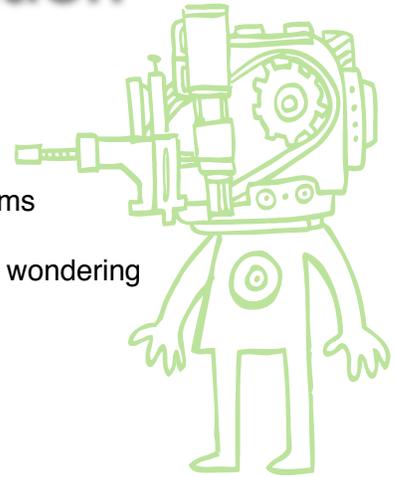
Technology and Arts Education

Inservice 10.12.09

Berks County Intermediate Unit

Tentative Agenda

- Introductions
- Wonderings about Technology
- Seeing example applications of Web2.0 tools in arts classrooms
- Discuss collaborative inquiry
- Participate in collaborative inquiry about a technology-related wondering
- Large Group Sharing
- Debrief



“Wonderings”

burning questions that emerge from issues, tensions, problems, and/or dilemmas teachers face when confronted each day with the complexities inherent in the daily act of teaching.

(Dana & Yendol-Hoppey, 2008)

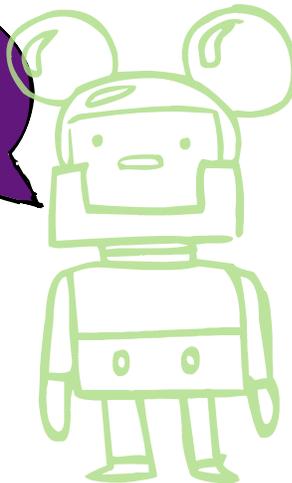
Wonderings I have related to technology:

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The **Standards-Aligned System** (SAS) from PDE is a model that aligns 6 elements that support student achievement (find out more about the SAS and arts education at: <http://keyarts.wikispaces.com>).

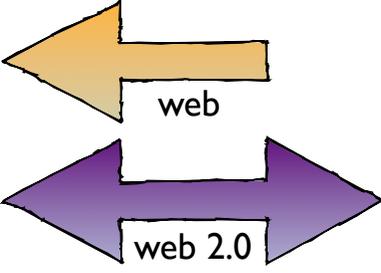


How can technology support each element?



Web 2.0 wonderings in the arts classroom:

- How can I “extend the audience” for my students’ artwork? Example using the web 2.0 tool Voicethread (www.voicethread.com)
- How can I make music history more engaging for middle school students? Example using the web 2.0 tool Dipity (www.dipity.com)

What is it?	Examples	More info.
 <p>The diagram illustrates the difference between 'web' and 'web 2.0'. 'web' is represented by a single-headed orange arrow pointing to the left, with the word 'web' written inside the arrow's shaft. 'web 2.0' is represented by a double-headed purple arrow, with 'web 2.0' written inside its shaft.</p>	<p>social networking: facebook, myspace blogs: blogger, wordpress virtual office: google docs, zoho online classroom: ning, moodle wikis: wikispaces, wet paint</p>	<p>for a extensive list of web2.0 tools, check out: http://web20guru.wikispaces.com (tools are listed by content area and by function)!</p>

And you're off!

Questions to guide sharing your investigation with others:

- What question or idea did you explore?
- What did you learn?
- Did you find any resources that would be helpful for other arts educators? If so, what?
- Did your exploration prompt other questions? If so, what questions were generated?
- Do you think this investigation will affect your classroom practice? If so, how? If not, why not?

