

**Name: Amanda Younger**

**Resource #1**

Name of technological resource:	YouTube
Description of how this resource could be used:	YouTube can be used in multiple ways and for many grade levels. There is a video for just about everything. In terms of using YouTube for math I would use it to share playlists of strategy videos for skills we are working on with my families through our weekly email and by posting the link in our class team. YouTube is a good cross curricular resource and can support learning in many areas of the curriculum. I would caution teachers to have students view videos but not to ask that students post as YouTube is not FOIPPA compliant.
Justification for using this resource:	<p>YouTube has several excellent uses in the math classroom especially for older students and for supporting students who may be working remotely or absent. By creating videos for key skills and lessons it is possible to share lessons with families and have students come back to the lesson later for review. With YouTube there is the option to create your own videos or to share ones that have already been created by others. Using YouTube, I am able to access a wide variety of resources from Math Antics, Khan Academy and Yay Math, this allows for a wider range of voices and ways of explaining the concept. There are a great deal of resources that deal with the big ideas and curricular content on YouTube, I have not yet found many resources to support the curricular competencies.</p> <p>My drawback with YouTube is that it does not encourages students to create content, instead students are more passive consumers. I would prefer a resource where students would both be able to view and create content and share their learning.</p>

**Resource #2**

Name of technological resource:	Hyperdocs
Description of how this resource could be used:	I found hyperdocs to be a useful tool and something that I will use for sharing information with families. Hyperdocs allow links to be imbedded in a PDF document along with other information for students to access. This is a great addition to a choice board or learning menu. Hyperdocs would also be something older students could create to show their learning on a particular topic.

	<p>Hyperdocs is a great tool for communicating information with families. I will be creating one for each strategy we are learning in a particular unit and sharing it with families. Hyperdocs allow for information to be communicated all in one place. This is also an excellent tool if we ever enter another remote learning situation, as we can put our daily or weekly menus together for families with all the activities, videos and resources linked.</p> <p><a href="https://blog.missyonger.com/2022/03/09/division-strategies-hyperdoc/">https://blog.missyonger.com/2022/03/09/division-strategies-hyperdoc/</a></p>
Justification for using this resource:	Hyperdocs are easily adaptable to the curriculum in any subject and at any grade level. This is also something that once you have created it will be possible to recycle with updates. With Hyperdocs it is easy to share resources from multiple sources. There is also a great deal of flexibility in the formatting of Hyperdocs allowing for both teacher creativity and ease of use for students.

### Resource #3

Name of technological resource:	Microsoft Forms
Description of how this resource could be used:	Microsoft forms is a great tool that can be used flexibly by teachers. Forms has a variety of uses, tests, quizzes, surveys, entrance and exit tickets as well as choose your own adventure activities. Forms also allows teachers to gather information from parents in the form of a beginning of the year survey. Forms is a good tool for small formative quizzes where students do not need to show their work or explain their thinking. Forms can also be set up for self-marking multiple choice or true and false questions which reduces the amount of teacher time needed for these activities. As well the same form can be used across several years or classes.
Justification for using this resource:	Forms is a highly adaptable tool that allows teachers to create tasks for any curricular area. Using forms it is easy to assess for factual content based answers. Students may also have access to forms and can create their own with answer keys to demonstrate their understanding.

### Resource #4

Name of technological resource:	Hour of Code
Description of how this resource could be used:	Hour of Code is a good resource for learning to code and incorporating coding into the classroom. There are activities available for students in kindergarten and up including drag and drop activities for prereaders. Hour of Code is a good tool for adding coding to math rotations or

	guided math stations, this would allow students to work on it independently during their technology rotation. This is also an excellent resource for those of us who have limited coding experience as many activities have a step by step tutorial for students to follow. Hour of code is not FOIPPA compliant meaning students will be unable to sign into some activities and we cannot create classroom accounts.
Justification for using this resource:	The Hour of Code activities support both the ADST curriculum and math curriculum. The activities develop computational thinking skills as well as teaching coding. This resource supports the curricular content and competencies in both math and ADST. Hour of Code also supports the core competencies of Critical Thinking and Communication.

### Resource #5

Name of technological resource:	Microsoft Sway
Description of how this resource could be used:	Sway functions as a hybrid of Flip Grid and Hyperdocs. Teachers can create and share activities with imbedded videos then have students respond by sharing their own video response to the collaborative sway. <a href="https://sway.office.com/0UGBFpLPo2bLDPZe?ref=Link">https://sway.office.com/0UGBFpLPo2bLDPZe?ref=Link</a>
Justification for using this resource:	Sway is a FOIPPA compliant resource which allows for many tools to be combined. As the content in a Sway is teacher generated it is adaptable to all curricular areas and can be used to support cross curricular learning. Students can also create their own Sway's about a topic and is a great way to represent their learning. Using Sway students can practice the core competencies particularly creative thinking and communication. When working on a collaborative sway students also practice digital citizenship.

### Evaluation of Your Google Site:

I have chosen a different route for creating my website than my classmates. I have used WordPress on a personal severer and using a domain name that I have owned since 2015. This is the second build of my website and the old version chronical my Student Teaching year and my first couple years teaching. I chose to rebuild my site a year ago to reflect the change in my journey as I pursue my post graduate certificate and move towards my masters. For this course it made the most sense to continue adding to my existing website to build a bigger picture of my learning and capturing my journey than creating a new google site.

My website <https://blog.missyonger.com/> is geared to grade 4 teachers. This site represents my learning over the past year as I have completed my post graduate certificate. While most of the content is focused on math there is also some cross curricular content in terms on a unit on the Salish Sea and Great Bear Rainforest. My website has been a great way to document my

learning through this journey and is something I look forward to continuing to add to as I work towards my masters. Overall, my website is well organized using tags. I chose to use tags to organize my work so that similar topics can be found quickly. I have also structured my menus using the tags so that posts automatically go under their headings and can be found easily. My posts can be accessed in multiple ways on my website with the newest posts coming to the top of the list in addition to what can be found through the menus, there is also a search bar to help find specific posts quickly.

For overall effectiveness and useability this is a good way to share lesson and unit plans with colleagues as it is quick to send other a link to the website especially if they do not work in the same district because file sharing is limited out of district. My website works well as a portfolio of my learning over the past year and how my thinking has grown and changed. While my website link is in my email signature it is not something that I will use with my students, however my student's parents have access to it if they want to. With my students I will continue using our class team that we have been using since the beginning of the year. I would not be able to use my website with my students as the server my website is hosted on is not FOIPPA compliant.

The activities, lesson plans and unit plans I have shared are directly related to the BC Curriculum. Every unit or lesson plan that I have posted has been worked with UDL and Backwards design in mind. I have planned every activity to meet the needs of my tier two students. A tool that was shared in this course that I found really helpful in doing this was from Shelly Moore with the different levels of understanding and the separate goals for different levels of understanding. By breaking the I can statements down further into "I need to," "I must" , "I can", "I could," and "I can try to" we can really make sure we are focusing on planning for all students needs and make conscious plans to have all students reach their fullest potential. The activities I have shared on my website are things that I have used or will use in my classroom with my grade 4 students.

This term I have found being able to implement or try all of the fabulous tools presented challenging as many are not FOIPPA compliant. I am envious of those who work with older students or outside of Canada and can try tools like Khan Academy and IXL or implement Flip Grid. It has been a learning experience to figure out where to find the information about where student data is stored and how it is kept secure.