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Collection: Session 13 Unit Plan



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Thread:Feedback Seminar-The Stories in History
Post:[Feedback Seminar-The Stories in History](#)
Author:Pam Gentry

Date:Wednesday, April 25, 2007
Status:Published
Overall rating: Not rated

This is the starting thread for a peer review session of my webquest. "The Stories in History ...one event, many facets" It is still in draft form, but there is enough for you to figure things out. I'll use your feedback to revise, edit and publish. Link to website is <http://questgarden.com/50/48/3/070420185535/>

A protocol sheet for guiding the seminar discussion is attached.

Here is a copy of the seminar invitation and instructions I emailed to the group.

Hello Everyone -

I would like to invite you to participate in peer review of my webquest via a feedback seminar using our group's discussion board in Session 13.

We Will use the attached Tuning Protocol handout to provide structure to the seminar discussion. I will use the feedback to continue making my webquest better.

Because trying to manage sequential time is a nightmare in this environment, lets try doing steps 3-6 of the protocol sheet at the same time by using separate threads for each step. I've started the threads for you, all you need to do is reply.

I 'm "group A" and you, my classmates are "group B"

The time frame for steps 4-6 will be from now until midnight Saturday April 30th CST. Then, for step 7, I'll begin responding on Sunday and we can virtually dialog as you wish until midnight Tuesday May 1st.

I would value specific feedback. Both warm AND cool. So as a reference point feel free to use the Evaluation Rubric Dr. Hirtle gave us in addition to the folloiwng aspects.

Did I include....Enough? Too much? Confusing? Clear?

- resources are identified to convince one that the learners would have enough information to go on
- guidance is provided for activities in which learners interact with each other
- specific guidance on how to produce/perform the task
- language and vocabulary is matched to the reading level of the audience (gr 6-12. But I'd really like to enable gr 4-5 to use this too, what do you think?)

Anything else? Clarify, extend and question :-)

To start, find the thread "Feedback Seminar-The Stories of History". Reply to "Warm Feedback" and "Cool Feedback".

Thanx-pam

I downloaded the handout from website for Buck Institute of Education <http://www.bie.org/pbl/pblhandbook/tools.php>

OK

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Collection:Session 13 Unit Plan



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Thread:Feedback Seminar-The Stories in History

Post:[back to Deb](#)

Author:Pam Gentry

Date:Tuesday, May 1, 2007

Status:Published

Overall rating: Not rated

I wasn't so sure about the questions at the beginning of activities: whether they would be distracting or helpful. I knew that theoretically they are good, but I also know from my own reading history as a student that I would usually skip questions and just get down to what I thought was the "meat." of a reading. It is only more recently (maybe even this semester?) that I've grown to appreciate the true power of questions. This first began to dawn on me when going back over the syllabus readings associated with our book readings. When I slowed down to actually put responses in writing to some of her activating questions, I discovered a difference in my reading engagement and comprehension. It gave me a more directed purpose for my reading, something to hang the processing on.

But having said that, I don't think that all opening questions are equal. Books (and teachers) often state questions just so that they can be said to have asked a question...but they are often pointless questions or closed answer questions. Why bother? I think this is the main reason I skipped questions as a student...

Anyway, I hoped that by putting all of those questions into this webquest it would help to make the thinking behind things more evident. Your feedback indicates that I've achieved that goal.

thx-pam

Thread:Feedback Seminar-The Stories in History

Post:[RE:Warm feedback from Leslie](#)

Author:Pam Gentry

Date:Tuesday, May 1, 2007

Status:Published

Overall rating: Not rated

Hi Leslie- I'm "warming" to the idea, too. The terminology is appealing (of course) but also, I like the structure that encourages the negative things that people may not be willing to say. [My biggest frustration with peer review sessions is getting generic feedback. This was my (humble, I hope) attempt to do something a little bit different.] You have been a great source of encouragement to me through the course with your ready engagement with whatever question is at hand. Your specific comments here confirm that I'm on target with achieving some of my private goals for the project (for example, bringing students to a more expert understanding of history) cheers~pam

Thread:Feedback Seminar-The Stories in History

Post:[Warm Feedback from Deb](#)

Author:Deborah Gossett

Date:Saturday, April 28, 2007

Status:Published

Overall rating: Not rated

Hi Pam-

Great job on your project. Specifically, your conversational style and questioning throughout is very comforting. It's as though you are right there with us as we move through the steps. I especially like the groups of questions you ask just before or after you've given students a task. I think those questions really get students looking at the whole problem.

There is a lot of information in the Process, but I think your use of color, lines, and consistently placed repeating information makes it easy to read.

Deb

Thread:Feedback Seminar-The Stories in History

Date:Friday, April 27, 2007

Post:[Warm feedback from Leslie](#)

Author:Leslie Glazener

Status:Published

Overall rating: Not rated

Pam,

I just want to say I really like the idea of warm and cool feedback!

Warm feedback:

You have found some great resources such as the bubble brainstorming website. It seems that you worked really hard to think about all aspects of this project and how it can be pulled together. It is very thorough. This is fantastic for students to really get an inside look and become experts on the event that they choose. Although it seems to be a big undertaking, you have provided the resources necessary to support the project and the students. Way to go!

Leslie

Thread:Feedback Seminar-The Stories in History

Post:[Warm Feedback](#)

Author:Pam Gentry

Date:Wednesday, April 25, 2007

Status:Published

Overall rating: Not rated

Reply to this thread with your Warm Feedback.

thx~pg

OK

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Collection: Session 13 Unit Plan



Sort by Author

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Thread:Feedback Seminar-The Stories in History

Post:[RE:To Pam from Leslie](#)

Author:Pam Gentry

thanks~~p

Date:Wednesday, May 2, 2007

Status:Published

Overall rating: Not rated

Thread:Feedback Seminar-The Stories in History

Post:[To Pam from Leslie](#)

Author:Leslie Glazener

Pam,

Unfortunately I am not familiar with QuestGarden. In geocities, there is a link button that you click on, and then you choose where you want to link it to-a website, a page that you created on your own website, a file, etc. This is how I was able to create pages within my website. I don't know if there is something similar with questgarden.

Oh, about the clicking, I have learned the hard way to slow down and read the help pages first-when creating my website, I accidentally deleted a whole page that I had been working on for an hour! I was sick! This taught me to think before I click;)

Leslie

Date:Tuesday, May 1, 2007

Status:Published

Overall rating: Not rated

Thread:Feedback Seminar-The Stories in History

Post:[RE:Cool Feedback from Deb](#)

Author:Pam Gentry

Deb - a planning calendar/process map is on my list of things to do for this unit...would you want to have estimates for each activity or just groups of activities i.e. Step1, Step 2, Step 3, Step 4?

So much depends on how a teacher using this unit is organizing curriculum and how quickly/slowly the students are working, and their ages. If kids get really engaged they could spend a LOT of very productive learning time doing research, writing, revising and editing their projects. My target audience all work at home without the time constraints of scheduling bells. But I could estimate say, how many 50 minute periods an activity would take. OR would how would it work if I divided the time up proportionally i.e. % of total time dedicated for project in Steps 1, 2, 3 & 4? Would that be too open-ended?

~pam

Date:Tuesday, May 1, 2007

Status:Published

Overall rating: Not rated

Thread:Feedback Seminar-The Stories in History

Post:[RE:Cool Feedback from Leslie](#)

Author:Pam Gentry

Leslie- I've been thinking about your suggestion to put separate activities on different pages. Do you know how to do this outside of clicking the little button that says "add a page"? The QuestGarden doesn't seem to have one of those ...at least I haven't found it yet. I do know how to attach documents for downloading. But I think that would be too cumbersome. QuestGarden has what looks like a simple way to import html code ...but I haven't learned how to do that yet. I'm a point n click kinda gal. How about yerself?

~pg

Date:Tuesday, May 1, 2007

Status:Published

Overall rating: Not rated

Thread:Feedback Seminar-The Stories in History

Post:[Cool Feedback from Deb](#)

Author:Deborah Gossett

Date:Saturday, April 28, 2007

Status:Published

Overall rating: Not rated

Cool feedback

I noted that the overall project is predicted to run from 2-6 months, but it might be good to have time limits set at certain points in the project. I'm a deadline-driven person, so there's comfort in knowing this kind of information for me.

Deb

Thread:Feedback Seminar-The Stories in History

Post:[Cool Feedback from Leslie](#)

Author:Leslie Glazener

Date:Friday, April 27, 2007

Status:Published

Overall rating: Not rated

Pam,

My only concern that I have is the layout page of the activities-it is a overwhelming. I would just put the activities on different webpages. I wouldn't take anything out because it is great and the students need all the parts to help them with the next part they will be doing. Other than that, I really think you have a really good topic that can be explored in many directions.

Leslie

Thread:Feedback Seminar-The Stories in History

Post:[Cool Feedback](#)

Author:Pam Gentry

Date:Wednesday, April 25, 2007

Status:Published

Overall rating: Not rated

Reply to this thread with your Cool Feedback.

thank you in advance

~pam

OK

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Collection: Session 13 Unit Plan



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Thread:Feedback Seminar-The Stories in History

Post:[RE:RE:Leslie's Bubble](#)

Author:Pam Gentry

Date:Tuesday, May 1, 2007

Status:Published

Overall rating: Not rated

How fun, to see the results of someone else's thinking about something I've been thinking on for days. I was intrigued by where your mind went and the various topics you brainstormed on. When creating this activity I thought of as being sort of perfunctory, but it is really cool how the tool allows you to organize and reorganize info to reflect thinking.

thank you for your persistence, too. I was just going to get online to share with you when I saw that you managed to get the download to work. What was the problem? anything you can share that might help me help others?

My daughter and I tried using this tool one day when we were using Skype to talk via the computer. Both of us had the bubble.us window up and we could take turns making adjustments while we were talking about what we were doing. It was a very engaging way to use the tools. Now I see what they mean when they talk about the "power" of combining technologies.

Attached is a copy of our brainstorming session about how to use bubbl.us. It will eventually be included in resources for my webquest ... when I get a Round TUIT!

all for now

~pam

Thread:Feedback Seminar-The Stories in History

Post:[RE:Rubric from Deb](#)

Author:Pam Gentry

Date:Tuesday, May 1, 2007

Status:Published

Overall rating: Not rated

Deb- I'm gratified to know that you found the conversational style enough of a support to get you over the hump of encountering so much text and numerous activities. I labored over the language but have to give credit to my hubby who gave me the wording for the opening. I had this very clinical, cold write-up in my earliest draft and knew it wasn't right but didn't know where to go. So I asked my husband, "OK, you are a sixth grade boy waiting for spring break so you can fly out of here. How would you say this" He was a great help.

~p

Thread:Feedback Seminar-The Stories in History

Post:[RE:To Pam](#)

Author:Pam Gentry

Date:Tuesday, May 1, 2007

Status:Published

Overall rating: Not rated

Thanks, Leslie- I have a few more organizational tools drafted or semi-drafted. I've just had to stop and be realistic about how much time I have available in a day. I'm so behind and so tired. Chewed off way more than I can chew ...and suffering from indigestion...

~pam

Thread:Feedback Seminar-The Stories in History

Post:[Rubric from Deb](#)

Author:Deborah Gossett

Date:Monday, April 30, 2007

Status:Published

Overall rating: Not rated

What a great long-term project. Your conversational style made it easy to read and understand all the elements. It presents a great challenge, but still very doable (not intimidating). Wonderful job.

	Bravo 10-9.2	Exceeds Expectations 9.2-8.8	Adequate 8.7-7.8	Needs Improvement 7.7-0
A problem to be solved, preferably real world (Community-Centered)	9.8 points Creating a museum definitely presents learners with a problem with strong community appeal.			
A problem which involves and interests the learner. (Learner-Centered)	9.6 points The problem directly involves the learners and requires them to think through many aspects of the problem. Some learners will be more interested than others in history, but there's enough appeal to the problem to engage all students.			
A problem which will cause students to seek content knowledge in order to solve it. (Knowledge-Centered)	10 points Students are required to seek content knowledge in order to progress through the problem. They have to get all their facts together in order to evaluate and prioritize.			
A problem which will allow students to think metacognitively (Assessment-Centered)	10 points Ongoing assessments throughout give students many opportunities to think and re-think about their choices.			

Thread:Feedback Seminar-The Stories in History

Post:[To Pam](#)

Author:Leslie Glazener

Date:Monday, April 30, 2007

Status:Published

Overall rating: Not rated

Pam,

The checklist is a great addition. It helps to organize. You have done an amazing job on your project, and through your responses to me earlier, I really think this is a great project and the students would get so much out of it!

Leslie

Thread:Feedback Seminar-The Stories in History

Post:[RE:To Pam from Leslie](#)

Author:Pam Gentry

Date:Monday, April 30, 2007

Status:Published

Overall rating: Not rated

Yes, too much on a page. I worried about that, but didn't know how to add pages in the program platform I was using. I can't remember, have you used QuestGarden? do you know how to add pages? do you know where the helps live?

today I got the evaluation section in better order and one thing questers will find there is a Project Checklist for tracking assignments...does that help?

~pg

Thread:Feedback Seminar-The Stories in History

Post:[RE:To Pam from Deb](#)

Author:Pam Gentry

Date:Monday, April 30, 2007

Status:Published

Overall rating: Not rated

Deb- Thanks SO much for the tech tips. My original, original draft of this idea was to use something like the photostory tool that you describe. I had gotten all signed up at dreamhost.com (where I have another webquest posted) with downloadable software they have that creates sharable photoalbums. You can also do a sharable calendar and create a private discussion board and blogs. Tons of stuff. But then it looked like too much to learn when I found out that I had written everything from the teacher's perspective instead of the student. When I switched over to the templates at Questgarden, things morphed with the medium. But I will definitely look at the site you suggested because maybe its easier.

Visual ranking would be good too ...

Yes, so many options and so little time. I've already got a project board set up in front of me in an effort to keep track of all of these ideas to do this summer PLUS get caught up on everything that's been left undone for six weeks. I'm so behind it hurts. And it is REAL hard on my husband. He's been a trooper as I've floundered around these last couple of weeks.

Well, I'm ramblin' againhigh on caffeine and just trying to push through. sorry if I'm loosing the personal touch in my communication.~pam

Thread:Feedback Seminar-The Stories in History

Post:[RE:A few questions](#)

Author:Pam Gentry

Date:Monday, April 30, 2007

Status:Published

Overall rating: Not rated

Good questions, Leslie - you help me see where the holes are. I'm pretty overwhelmed with the expanse of this thing. Because I'm so global I have very hard time getting things narrowing down projects to something that can be done in the time allowed.

To specifically address your question:

1- I thought time frame would be 2-6 months. It really depends on the teacher goals and extent of student involvement. To be

thorough without feeling too stressed, I think it would take more like 4-6 six months. However, that is only an estimate. I haven't had the time to sit down and chart out a possible calendar. I had thought of putting a timetable in the teacher section ... details, details, details!

2- Group size could vary, really. You'd just have to divide the roles differently. It also depends on the age spread. It could even work with only two extremely motivated students. Again, this is something I could discuss in the teacher notes.

3- Yes, the whole group is working on one event from different perspectives. Of course, if you had a larger class or even a whole grade doing this webquest, then expansion is possible by applying the webquest outline to a time period or even a whole war. For example. It could be fascinating to explore the action on different fronts of WWII with multiple viewpoints on each front. Then go around and visit the exhibit hall of each front. The possibilities are endless ... I told you, I'm a global thinker.

Thanks for helping me think. You've definitely given me some ideas for how to make the webquest better; mostly related to explanatory/support material for teachers :-)) I should be able to come back to you with some extending questions ... but my brain is too tired.

~pam

Thread:Feedback Seminar-The Stories in History

Post:[RE:A few questions](#)

Author:Pam Gentry

Date:Monday, April 30, 2007

Status:Published

Overall rating: Not rated

Good questions, Leslie - you help me see where the holes are. I'm pretty overwhelmed with the expanse of this thing. Because I'm so global I have very hard time getting things narrowing down projects to something that can be done in the time allowed.

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~pam

Thread:Feedback Seminar-The Stories in History

Post:[To Pam from Deb](#)

Author:Deborah Gossett

Date:Saturday, April 28, 2007

Status:Published

Overall rating: Not rated

I attended a Blackboard regional conference today and learned about a free, downloadable software called PhotoStory that would be ideal for your museum. Students show pictures, narrate, have background music, etc.; it's simple to use, yet quite powerful.

Some time this summer you might want to try it out. The Websitebelow has the Windows download PLU tutorials written by a teacher/presenter who uses technology in the classroom (he'll be giving a 2-day seminar here in Amarillo this summer). <http://www.jakesonline.org/photostory.htm> .

I also think you could use Intel's Visual Ranking Tool to good advantage with your ranking activities.

So many options, so little time. ☺

Deb

Thread:Feedback Seminar-The Stories in History

Post:[RE:Leslie's Bubble](#)

Author:Leslie Glazener

Date:Friday, April 27, 2007

Status:Published

Overall rating: Not rated

Pam,

With a little more playing around, I figured out how to attach the bubble. So here it is!

Leslie

Thread:Feedback Seminar-The Stories in History

Post:[A few questions](#)

Author:Leslie Glazener

Date:Friday, April 27, 2007

Status:Published

Overall rating: Not rated

Pam,

These are questions for part 3 of the tuning protocol.

1. What is the time frame for completing this project?
2. What size of groups will the students be working in?
3. Is the whole class working on one event with focuses on different perspectives?

Leslie

Thread:Feedback Seminar-The Stories in History

Post:[To Pam from Leslie](#)

Author:Leslie Glazener

Date:Friday, April 27, 2007

Status:Published

Overall rating: Not rated

Pam,

I wanted to let you know that I posted the rubric to the thread with the original URL.

A suggestion on the layout that I have is to have each set of activities on different pages. It seems a little overwhelming when it is on one page. This is a huge task and it may break it up a bit. The logical sequence is good and each activity develops from the previous one.

Leslie

Thread:Feedback Seminar-The Stories in History

Post:[Leslie's Bubble](#)

Author:Leslie Glazener

Date:Friday, April 27, 2007

Status:Published

Overall rating: Not rated

Pam,

I couldn't export the file, but I think we can collaborate or share with friends. My username is leslieg. Feel free to make changes and comments about the brainstorming map. It was pretty easy to use after getting use to how it works. I think that students will like this because of the graphics, especially when you take a bubble off-a little explosion happens! This is a great resource.

Let me know if you couldn't get to it.

Leslie

Thread:Feedback Seminar-The Stories in History

Post:[Activity 2.2: bubble post](#)

Author:Pam Gentry

Date:Friday, April 27, 2007

Status:Published

Overall rating: Not rated

You can post your bubbles as attachments here. No need to do the summary write up. I just want to see how bubbl.us works for you as you examine an historical event in history.

just call me confused

~pam

Thread:Feedback Seminar-The Stories in History

Post:[Evaluation Rubric](#)

Author:Pam Gentry

Date:Friday, April 27, 2007

Status:Published

Overall rating: Not rated

You can post your evaluation rubric to this thread.

I'd still like some feedback about they layout, language, and process, though. Please help me communicate better with my audience.

Thanks.

~pg

Thread:Feedback Seminar-The Stories in History

Post:[Clarify, Extend and Question](#)

Author:Pam Gentry

Date:Wednesday, April 25, 2007

Status:Published

Overall rating: Not rated

Anything else you want to add? Feel free to start up a new topic here.

Learning with you~pam

OK

 **Collection:Session 13 Unit Plan**



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Thread:I'm late, I'm late, for a very important date ...

Date:Tuesday, May 1, 2007

Post:[RE:To Pam from Leslie](#)

Status:Published

Author:Pam Gentry

Overall rating: Not rated

Leslie- I'm glad you think that my unit is engaging and interesting. The idea for points of view just kinda grew out of my thinking about during this course and a link that Jennifer gave us earlier to standards for historical thinking. I was still fresh from pondering Habits of Mind and was intrigued by the history teachers in our text who were so good at using the their textbooks as a platform for inquiry rather than the goal of information acquisition. Another contributing factor was my desire to create something that could actually be helpful to the students I work with... how do you do ONE unit study for a variety of students who may or may not even have books? I can't remember where I got the idea for a digital museum. I think, maybe from reading somewhere about creating a museum in your classroom. Doing it virtually is just an extension.

Thanks for participating,

Pam

Thread:I'm late, I'm late, for a very important date ...

Date:Friday, April 27, 2007

Post:[To Pam from Leslie](#)

Status:Published

Author:Leslie Glazener

Overall rating: Not rated

Pam,

Your PBL is very interesting. Where did you come up with an idea for an electronic museum? I really think that the students will gain a new understanding of the event they choose to study and also get an idea of what jobs are related to history. I am going to participate in your activities and am about to register for the brainstorming website!

Leslie

	Bravo 10-9.2	Exceeds Expectations 9.2-8.8	Adequate 8.7-7.8	Needs Improvement 7.7-0
A problem to be solved, preferably real world (community centered)	This definitely is a real world problem that has to involve the community to get accomplished. There will be connections made that could last a lifetime.			
A problem which involves and interests the learner	9.7 The learner will be interested in designing their own exhibit especially			

(Learner Centered)	when able to pick the event in history that is interesting to them. 9.6			
A problem which will cause students to seek content knowledge in order to solve it. (Knowledge Centered)	The students will seek content to solve the problem because they must become an "expert" in the event that they are studying about. 10			
A problem which will allow students to think metacognitively (Assessment Centered)	Through the logs the students are posting, they will be able to think about what they know and see where they are lacking understanding and be able to find resources to help them move forward in their thinking. 9.6			

Thread:I'm late, I'm late, for a very important date ...
Post:[RE:PBL 13.1 Karen to Pam](#)
Author:Pam Gentry
Date:Friday, April 27, 2007
Status:Published
Overall rating: Not rated

Dear Karen-

thank you for taking initiative to work with me on this. And I appreciate the feedback that you've given. I'm struggling a bit with how to work virtually in a CLEAR manner without making things unduly complicated. Plus, I'm way way wayyyyyyyy behind the time schedule I set for myself.

Could you post what you have of the bubble to the thread, OR share your bubble with me at bubbl.us by clicking collaborate. My bubbl account name is nomadteacher. What is yours?

I appreciate your patience and willing cooperation-

Pam

Thread:I'm late, I'm late, for a very important date ...
Post:[PBL 13.1 Karen to Pam](#)
Author:Karen Elliott
Date:Wednesday, April 25, 2007
Status:Published
Overall rating: Not rated

Hi Pam,

Intriguing PBL topic.

You did a good job of taking a subject that doesn't always interest students and making it very interesting.

There are lots of learning opportunities here - especially the websites of museums. The students would be very engaged too with all the opportunities to use technology - creating a digital museum is such a novel idea!

I have signed up for a bubble up account - this looks like a very easy to use resource. I'd like to participate in the unit. I've done part of it in my bubble account posting.

The PBL also has good opportunities for the students to self assess - with the self evaluation at the end and also the journaling and letters along the way. You also include a clear rubric and learning logs. Here is my peer rubric of your website. Great job!

	10-9.2 Bravo	Exceeds Expectations 9.2-8.8	Adequate 8.7-7.8	Needs Improvement 7.7-0
Real world problem – community centered	I think the idea of a curator and a digital museum is quite novel and certainly a real life problem that people in the history or museum fields would face. 9.2			
Interests the learner – learner centered	With the technology aspect (the students would love learning the tools) and the creation of a museum I think it would pique the students interests.9.3 Very appealing website development too.			
Causes students to seek knowledge – knowledge centered	Lots of opportunities to develop knowledge about the history process and museums. Includes a tour of 2 museums. 9.8			
Causes students to think metacognitively– assessment centered	Journal entries, self evaluation, letters. 9.5			

Thread: I'm late, I'm late, for a very important date ...

Post: [I'm late, I'm late, for a very important date ...](#)

Author: Pam Gentry

Date: Tuesday, April 24, 2007

Status: Published

Overall rating: Not rated

Hello friends- I'll just say that I'm having trouble getting my PBL finished up. I've got the main guts of it published in QuestGarden. But it isn't all there yet (lots of editing needed, Step 3 needs to be fleshed out, and content standards need to be linked among other things) Hoping to get it more functional in the next 36 hours or so. But we'll see.

In the meantime, I can give you a preview of my webquest titled "The Stories in History" and invite you to participate in a seminar

based on Activity 2.1- Activity 2.3. You can look at the introduction to the task, the task overview and the process for Activities 2.1-2.3. If you are intrigued, get registered with the Brainstorming site that I refer to in Activity 2.3. For the seminar I want to organize an online brainstorming session like the one in Activity 2.3. I'll have the rest of the pieces you need and further instructions for you tomorrow. But for now, you can decide if you want to participate and let me know by sending me an email. Then we'll set up a time to get to work.

the url for my webquest is <http://questgarden.com/50/48/3/070420185535/>

Thanks~pam

OK