

Lesson Cycle

Lesson Title/Topic: Apps for Digital Communication

Concept: Communication with large numbers of people at varying distances

Standards/Rationale: TEKS 126.44.c.3.A

Learning Target:	Assessment:
Given a list of essential features, the student will determine whether or not their chosen app possesses 6 of the 10 essential features.	Completed evaluation sheet.

Materials: 4 device posters, evaluation form, index cards, 25 app icon cards, small box

Lesson Cycle: (Direct instruction)

The teacher will:	The student will:
<p>Focus/Mental Set (5 minutes):</p> <ul style="list-style-type: none">• Ask students to communicate to student across from him/her by speaking one word or sentence.• Ask students to communicate to the student across from him/her without speaking.• Explain to students that they have just shown that they can communicate with someone sitting across, but can they communicate with one, ten, one hundred, or one thousand people who might be one, ten, one hundred, or one thousand miles away?• Direct students attention to posters spaced evenly across wall depicting cell	<ul style="list-style-type: none">• Speak to student across from him/her.• Wave, wink, smile, or communicate in some way without speaking.• Answer yes or no as a group.• Look at posters.

<p>phone, iPad, Laptop, and PC with webcam.</p> <ul style="list-style-type: none"> ● Instruct students they will be asked to stand up and move to the area in front of the poster that is, in their opinion, the best device to use when given a scenario. ● Direct students to move to the device they believe will be best suited to communicate with one million people thousands of miles away. ● Ask each group why they chose that device at each poster. ● Discuss apps that could be used for the scenario. ● Instruct students to return to their desks. 	<ul style="list-style-type: none"> ● Stand up. ● Move to one of four posters on wall. ● Explain how the device chosen will work for the scenario. ● Name apps to be used for the scenario. ● Return to his/her desk.
<p>Teacher Input (10 minutes):</p> <ul style="list-style-type: none"> ● Using the active questioning technique ask the students “How would your daily communication with others be different if apps didn’t exist?” ● Call on one student from each table to answer, request specific examples ● Ask students if they use any apps. Which app do they use the most? What is the purpose of the app? ● Explain that an app should load quickly, be easy-to-use, and have an appealing look or design. An app that is none of these would defeat the purpose of an app. Apps should make a task easier or entertain. Check for any questions. 	<ul style="list-style-type: none"> ● Listen to teacher’s question and think of their answer ● One student from each table will answer when selected and called on by the teacher ● Discuss which apps they currently use. ● Ask questions for clarification.

<ul style="list-style-type: none"> ● Ask the student which online communities they participate in. ● Call on three students to answer and suggest the answers all need to be different from each other ● Discuss pros and cons of online communities by creating lists on the board and having all students contribute to each list 	<ul style="list-style-type: none"> ● Think about which online communities they participate in and offer an answer to the teacher if called on to do so ● Brainstorm and call out pros and cons of online communities as the teacher writes them on the board
<p>Guided Practice (8 minutes):</p> <ul style="list-style-type: none"> ● Instruct students to get out their school-issued iPads and remind students of the essential function previously discussed; ease of use, fast loading, and appealing design. Other essential functions include actually doing what the app was designed to do and providing help or support. ● Organize students into groups of 4 by having them number off ● Instruct students to work together to find the Zoom app in the App Utilities section. ● Ask students to open the app and make sure they are on the Home page. ● Ask students to look for the settings icon. While students look at app, explain the settings icon allows the user to customize their experience on the app. ● Direct students to click on the settings icon and ask what can be customized. ● Ask students to return to the Home page. 	<ul style="list-style-type: none"> ● Get their iPads and turn them on. ● Move to assigned group ● Click on the Zoom app on the iPad. ● Open the app and check if they are on the home page. If not, navigate to the home page. ● Find the settings icon. ● Determine which settings are customizable. ● Return to Home page.

<ul style="list-style-type: none"> ● Discuss the help/support in apps. This discussion should include the difference between the FAQ page, which is for self-help, and the support page, which is an interactive page that allows for asking questions and support contact information. ● Have student search for help/support in Zoom app and discuss where students might find help (web site - https://zoom.us) ● Ask students if the app requires registration or any personal information for use. Have students register their own account in app. ● Direct students to add the students in their group as a contact in the app. ● Have each group assign one student to go to each group and add each group's representative as a contact in the app. ● Instruct students to find the chat function of the app and begin a chat with only the students in their group. ● Instruct students to schedule a meeting with each group for tomorrow during class. ● Inform students they will meet with other groups tomorrow to review the activity in which they are about to participate and have them write down the time of every meeting scheduled. ● Initiate discussion on the purposes of the app and how it might be useful in 	<ul style="list-style-type: none"> ● Discuss difference in FAQ page and support page. ● Check app for help or FAQ page. ● Check app for registration and register for an account. ● Add the students in group to contact list in app. ● Choose representative and get contact information from each group. ● Click on chat icon and begin an informal chat. ● Schedule meeting with every group. ● Write down scheduled meeting times. ● Give examples of how the app can be used at home or school.
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<p>their classes and in their personal lives.</p>	
<p>Independent Practice (20 minutes):</p> <ul style="list-style-type: none"> ● Pass around a box with five cards each of five app icons totalling 25 cards in order to assign groups and the app each group will evaluate ● Hand out the evaluation form for Essential App Features to students in their group - each student receives a handout ● Explain each evaluation item the student's will be looking for ● Explain the open ended questions ● Explain expectations for the assignment ● Walks around assisting each group as needed ● Upon completion visit each group separately to assess progress of the group and comprehension ● Make sure that each student has completed the assignment ● Review the content of the checklist verbally with each group to verify comprehension 	<ul style="list-style-type: none"> ● Draw one app icon card and then move to group of other who drew the same icon ● Receive handout ● Listen to instructions from the teacher regarding the evaluation and open ended questions ● Work with the students in their group to identify item on the checklist ● Work independently to answer the open ended questions following the checklist ● Each student will respond to at least 2 questions during the teacher review session following the completion of the assignment
<p>Closure (2 minutes):</p> <ul style="list-style-type: none"> ● Provide an index card (exit slip) to students ● Have the students write two new things they learned about the app they explored ● Collect the index cards as the students exit the room 	<p>Reflect on his/her experience with the new app</p> <ul style="list-style-type: none"> ● Write two new things learned about the app they explored ● Hand the completed index card to the teacher on the way out the door

Options:	
Enrichment:	Reteach:

Modifications/Correctives:

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References:

Gan, C. g., & Balakrishnan, V. v. (2017). Enhancing classroom interaction via IMMAP – An Interactive Mobile Messaging App. *Telematics & Informatics*, 34(1), 230-243. doi:10.1016/j.tele.2016.05.007

Johnson, N. L. (1995). *Active questioning: questioning still makes the difference*. Dayton, OH: Creative Learning Consultants.

L. (2011, August 08). What is an Online Community? Retrieved September 11, 2017, from <https://www.commoncraft.com/archives/000208.html>

Name _____ Date _____

Evaluation of App

Name of App _____

1. Cost of App _____ 2. Size of App (MB) _____

3. Creator/History of App _____

	Y/N	Explain
4. Purpose of App Matches Need		
5. Loads Quickly		
6. Register/Share Personal Information		
7. Easy to Use		
8. Help/Service Desk Available		
9. Customizable		
10. Exit Without Losing Progress		

List two ways to use your app to communicate with 10 people. Explain your answer.

List two ways to use your app to communicate with 1,000 people. Explain your answer.
