

Tips for the One Computer Classroom

L. Weider - NBGLCS Instructional technology

Teacher technology use:

- Post messages, reminders, assignments
- Post "Do Now" when students enter the class
- Create writing prompts, topic stimulators
- Create student handouts, worksheets, puzzles, project check off lists or time lines
- Classroom web site to communicate with students & families on classroom assignments, homework, objectives, curriculum standards, class procedures, field trips, internet resources for assignments etc.
- Create a project sample of excellence for students.
- Model the research or project process for students before they begin
- Rubrics - Consider including a self-evaluation column in a rubric
- Classroom newsletter or student produces newspaper
- Graphic organizers
- Student data collection
- Classroom presentation to introduce a new unit or concept
- Student projects - Web quests, virtual field trips, research, Think Quests, streaming videos, research, simulations, on-line math manipulatives and math challenges

Room layout:

- Set up computer in an accessible location with space and chairs for group work
- Supervision - Computer should be in close proximity to the teacher (within view) to monitor use and adherence to AUP.
- Keep computers away from water, direct sunlight, magnets, and chalk dust

Determine your capabilities:

- Hardware in the classroom
- Access to hardware outside the classroom (Projector, digital camera etc)
- Software and its capabilities and potential use
- Student abilities
 - Survey student experiences
 - Possibilities for peer tutors in specific applications

Equal access for students:

- Create a rotating classroom schedule and post it.
- Establish color coded or named groups
- Remember: Some students need more time to accomplish a given task
- Post sign-up sheet
- Have students go to the computer with a specific, measurable task in mind.

Organization and planning:

- Brainstorm activities (Webquests, virtual tours, streaming videos, research, simulations, on-line math manipulatives and math challenges)
- Establish clear rules & consequences
- Station approach to class projects to move students (Project based requiring computer use as well as off-computer activities.) Have materials ready at each station.
 - Textbook or library book station
 - Encyclopedia station or web printouts
 - Layout/storyboard/planning station
 - Chart/graphs station
 - Library group - assigned to use library resources
- Create samples of excellence, templates, timeline and check lists to keep students on task
- Cooperative group work
 - Assigned group roles which are rotated to develop life skills.
 - Discussion director, researcher, recorder, time keeper, media director, editor, data collection/reporting, project manager (to coordinate all) etc.
 - Consider evaluating group collaboration skills
- Print out web site data and hang for student group access
- Have students report on progress after computer use with check off sheet, computer station journal etc.
- Arrange for use of the computer lab when applicable
- Text first - media and special effects after
 - Grade projects in increments
- Develop a technology corner to post AUP, technology tips, guidelines for help, expected behavior, computer terms, resources, assignments etc.
- Red cup atop computer when students need assistance
- Establish printing limitations or digital drop box

Other strategies:

- Whole class use with a projector or connection to TV (Not a good choice for heavy text use)
 - Streaming video, virtual tours etc.
- Sign up for school computer lab when more computers are needed.
 - Develop a fair and equitable approach
- Student use of library computers. (Drawback - missed classroom time)