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Subject: LBrown-Journal Reflection: Project 3

Topic: Journal Reflection: Project 3 Final Thoughts

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Looking back at your professional development creation and deployment, what worked and what did not?

Using Google Forms to create the survey was a good idea, but my unfamiliarity with the platform caused me to have to send out the survey multiple times, which dropped the responses drastically. I could see from the statistics which OS was used to access and there were a few that did not bother to take it again after I sent out the link to the form and not the data. Why the Google Form sends the data link instead of the link to the actual survey from it's built in address book and G+ option is beyond me. But to be able to see all of the different instances of access for the survey was very helpful.

Using LiveBinder was, initially, a fat pain, but after I discovered the bookmarklet that allowed to to add to the Binder direct from the browser, things went along quite well and I would recommended the platform. If I had not discovered the bookmarklet, and I still had access to my school server, I would have built the webpage there. Learning how to do everything I wanted to do to make this in a Wiki was just too much, but I know I won't be able to avoid learning the tricks very much longer.

The execution of the workshop would have been more productive if I had still been a school librarian. As it is, I used my classmates, some former co-workers and students, and friends. The feedback I got was very positive. My students were very excited about the Web 2.0 to Collaborate and the Web 2.0 to Produce tabs, even though most of them are 20-21 now and only one is in college. Feedback from friends and classmates was positive. Feedback from former co-workers was what I expected. They love the ideas and 'would love to use them in the classroom, but.' Fear of rocking the boat, time constraints, focus on test prep, and developing rubrics for all of the different formats possible were all mentioned.

What did you learn?

Not to do the obvious and follow the Google Form for sharing after completion of the survey, but to back out of it and send links using off of the features separately, not together.

That LiveBinder is a fantastic presentation tool for someone who is used to having 20 tabs open at once!

That I really miss being in the classroom.

How would I follow up on your participants learning?

In a real world setting, I would pilot the PD exactly as we did here. Develop a survey with end goals in mind, send it out to key players and a few stuck in the mud and then develop a PD for each of the goals in order of preference. Using LiveBinder for this is perfect as I can add tabs to the original binder, much like what I have submitted. After I had some good data, I would take it to the principal and ask to have some time at the next faculty meeting to do a quick presentation and show student work, and video of the students at work. Showing students fully engaged and not wasting time fooling around would be a real incentive to a lot of the resistant teachers. The display of 'exemplary' student work was very important to my principal, so being able to show something eye catching and different would make her look good.

The hard part about learning a new thing is that it is in 'our free time' and really, nobody has any free time. If I was able to do this at a faculty meeting, especially if it was for PD credit, I would get a lot more people participating.

I would use the collaborative applications to invite people who have not taken advantage of the tools after a month. Sooner for those that showed interest but have yet to incorporate them into

their lessons. I would ask for lesson plans and tweak the work and production portions to include the new tools. Doing this would eliminate a lot of the work for the teachers, and make them more inclined to do the lesson with me in the library collaboratively teaching the lesson.

After I have some good examples of student work, I would ask to present on a PD day, which would give us more hands on time with the teachers who don't want to play/learn on their own time. Once the key players buy in, once others see that using the new tools is easy and fun, more will adopt the tools. Redoing lesson plans to incorporate collaborative lessons using the Web 2.0 tools will be a lot of work, but once we have the lesson plans they can be shared on the district website, which would be a huge help to other teachers and librarians.

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