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Resources on the Go: Providing Support for Student Writers in a Mobile World

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Resources on the Go: Providing Support for Student Writers in a Mobile World

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Session Overview and Goals

Mobile Technology has moved from a supplementary to primary means of instruction and support in all delivery models.

There are two types of mobile resources – general and course specific.

By creating class-specific mobile resources, writing instructors take ownership for the content of their students’ experiences.

Session participants will use their own devices to engage in building mobile resources for student writers.
AGENDA

1. Why Create Mobile Resources?
2. Best Practices for Using Mobile Technology
3. Examples of Mobile Technology and Resources
4. References
A Call to Action . . .

The first PDA – the precursor to the smartphone – was introduced in the 1990s.

The first true smartphone was introduced in 2007 (The I Phone).

The first post PC tablet was introduced in 2010.

As early as 2005, calls were made for a mobile technology revolution to enhance student learning and the student experience (Wentzel, et al., 2005).

A decade later, that revolution is a reality as students of all ages in all delivery methods seek instantaneously accessible digital resources.
Role of Mobile Technology in Writing Instruction

Since most 21st Century students exist in the world of mobile information, making those resources available via mobile devices is critical.

Writing resources are created by instructors who want to retain control over their teaching materials and the student experience.

In writing courses, supplemental materials and resources form the nucleus of student learning.
The Mobile Technology Equation

Easily accessible, mobile resources

+ Subject to instructor quality and content control

= Equally accessible technology that does not depend on advanced skills in web design or coding
Tools Support the Content Not the Other Way Around

1. Don't select apps for mobile devices because they look intriguing.
2. Most apps are opened only once or twice. (Gibson, 2012)
3. Give some thought to whether students will actually use the app for the intended instructional goal.
4. Remember, mastery of the device and the application is not the goal. (Gibson, 2012)
When managed correctly, very little class time should be consumed teaching students how to properly use an app.

Most often, students learn to use the device and the application very quickly.

Using techniques such as a flipped classroom, students can learn how to use the device outside of class, allowing the instructor more time during class to engage in the curriculum.

Remember, mastery of the device and the application is not the goal. (Gibson, 2012)
Know the Rules of Instructional Design

When designing curriculum for mobile instruction, consider how students will engage with the devices.

Take advantage of discovery, situational or problem-based learning opportunities.

These three terms are often used interchangeably, but the intent is the same: They challenge students to construct their own knowledge, either working independently or in teams.

These curricular learning units are often based on real-world events and problems students are likely to encounter including writing scenarios (Gibson, 2012).
What Are The Goals?

Be certain you've identified what you want students to learn.

Rather than using the app as a random drill and practice, clearly define what you want the student to accomplish through use of the product before introducing it into the curriculum. (Gibson, 2012)
Be (Mostly) Age Appropriate

Today's undergraduates may be more adept at using a mobile app than graduate students or returning midcareer professionals.

Be sure the app targets the correct age level.

Most educational apps normally include a target age that is most appropriate. (Gibson, 2012)

Caveat – older students can have ‘fun’ with apps designed for younger students and still learn.
Know What You Will Measure and How You Will Measure It

As with any type of learning, data collection is very important for evaluating the effectiveness of the instruction.

Most apps do not include built-in assessment mechanisms, so mastery of the topic must be collected using another process.

Demonstration of mastery
Typically exhibited when the student or team of students is asked to present the learning unit to classmates
Also demonstrated by using a digital portfolio that represents a collection of their work. (Gibson, 2012)

Student Feedback
Assessing the effectiveness of the tool may also require gathering feedback from the students.
Mobile devices is their ability integrate with many traditional classroom technologies including:
• web-based television,
• screenshares
• interactive whiteboards

Soon enough, mobile devices will be mainstream devices as common in the classroom as any other technology (Gibson, 2012).
Screencast is your friend!

- Screencast allows real-time demonstrations.

- Screencasts can be recorded for reference.

- Consider combining a live session tool like Google Hangout or Adobe Connect with a Screencasting Tool.

- Screencasting tools include Screecast O Matic, Jing, and Screenr.
Alert

Review important updates to the University Catalog published today, March 25, 2015.

- You have 3 Discussion Response messages
  3/27/2015

- You have 9 Discussion Response messages
  3/26/2015

- You have 5 Discussion Response messages
  3/25/2015

Frank Morales has just been added to your class KU160-1501A-H8.
2/24/2015 @ 1:30 PM
Remind

- Send deadline reminders and other tools directly to students.
- https://www.remind.com/
- (Waters, 2011)
Ways to Use Remind.com

- Beginning of term reminders
- Syllabus (Word document or pdf)
- Announcements
- Assignment reminders
- Quick tips and other resources
- Links to resources
- Notes of encouragement
Implementing Google Apps: Introduction

Google Apps for Education is a free suite of hosted communication and collaboration tools which include Gmail, Calendar, Drive, Docs, Forms, Slides, Sheets, Sites, and Drawings. The Google Apps for Education management tools allow IT administrators to create and manage users, and manage and deploy devices from a web-based admin console.

Get Started in the Classroom

In the following Basics lessons you will learn more about implementing Google Apps for Education and how to use it to impact instruction in your school and in your classroom. As a start, here are three common scenarios teachers come across each day.

Create an implementation plan to prepare my school to utilize
Ensure my students are able to access content securely while
Facilitate the best in-class learning experience for my

https://www.google.com/edu/training/get-trained/apps/introduction.html#
### Google Classroom: Introduction

Google Classroom helps teachers create, assign, and collect student classwork and homework paperlessly. With Google Classroom, teachers can seamlessly integrate Google Docs, Google Drive, and Gmail to create assignments, provide feedback for in-progress and completed work, and communicate with their students directly and with whole class announcements—all without using a single piece of paper. Students can work on assignments in Google Docs and turn it in with a few clicks.

When teachers create assignments, folders are automatically created in Google Drive for each student. They can choose to share a single document (like project instructions), or automatically make a copy for each student (like a project template). They can see who has completed the work at a glance and assign grades. Students can easily see due dates on their assignments page, so they can stay organized and submit work on time.

#### Get Started in the Classroom

In the following Basic lessons you will learn more about the benefits and use of Google Classroom. As a start, here are three common scenarios teachers come across each day.

[Google Classroom](https://www.google.com/edu/training/get-trained/classroom/introduction.html#)
Google Docs Suite: Introduction

The Google Docs suite is a set of productivity tools that includes the ability to create, edit, share, and collaborate, anytime, anywhere — using a computer, tablet, or mobile device. Documents, spreadsheets, and presentations can be accessed and edited offline or online and shared to one or to many.

Get Started in the Classroom

In the following Basics and Advanced lessons you will learn more about the benefits and use of the Google Docs suite in class. As a start, here are three common scenarios teachers come across each day.

- Observe and assess student understanding throughout a project using chat and comments.
- Collaborate with others on the go, using tablets and phones.
- Communicate with students on a project using chat and comments.

https://www.google.com/edu/training/get-trained/docs-suite/introduction.html#
Google Gmail: Introduction

Gmail is an online communications hub with world class email, text and voice chat, one-on-one video conferencing, and a directory of contacts. You can use Gmail from any computer, tablet or phone - both online and offline. Google Apps for Education Gmail includes custom email addresses to match your school branding, plenty of storage, no ads, and administrative controls to allow students to safely communicate - inside or outside a school domain - all for free.

Get Started in the Classroom

In the following Basics and Advanced lessons you will learn more about the benefits and use of Google Gmail in class. As a start, here are three common scenarios teachers come across each day.

Save time and decrease the amount of paper used in your classroom communications using tablets and protect students as they learn to use new communication tools.
1. Boomerang (Return to Inbox Later)
2. Send Later
3. Recurring Messages
4. Read Receipts
Boomerang
http://www.boomeranggmail.com/faq.html

Boomerang for Gmail Help

Boomerang for Gmail is a browser plugin that adds time-awareness to email. This page answers some of its more frequently asked questions. If you do not see your question answered here, please contact us at support@baydin.com.
Week 1 If You Do One Thing

Please answer the following questions based on the If You Do One Thing Emails in Week 1.

* Required

Did you read all, some, or none of the If You Do One Thing Emails? *

- All
- None
- Some
Google Sites can be used to create custom websites and webpages without knowing HTML or other complex coding languages. It works with only a web browser so teachers and students do not need to buy or download software.

Get Started in the Classroom

In the following Basics and Advanced lessons you will learn more about the benefits and use of Sites in class. As a start, here are three common scenarios teachers come across each day.

- Use tablets and phones to upload images to a class or project team's website.
- Create a school or class announcements page to share with parents online.
- Create teacher and student portfolios to showcase learning.

https://www.google.com/edu/training/get-trained/sites/introduction.html#
Welcome to Google Groups

With Google Groups, you can create online and email-based groups. There's a lot you can do with Google Groups:

- Engage in discussions about a specific subject.
- Create a question and answer customer support group for a product, such as a piece of software your company has written.
- Organize meetings, conferences, or social events among members of a group.
- Find people with similar hobbies, interests, or backgrounds.
- Read group posts through email, the online interface, or both.

To get started with Google Groups as a regular participant, learn how to find and join a group.

To get started with Google Groups as an administrator, learn how to create a group.

This help center provides assistance with two products: Google Groups and Google Product Forums.

A new and redesigned Google Groups was released in February 2012 with an updated user interface. The majority of this help center is dedicated to helping users with this new Google Groups interface.

Google Product Forums is the name associated with specific Google groups used to provide technical support for Google products, such as Google Maps. There is a small section of documentation on this help center to help users of these specific groups.
Google Hangouts
https://helpouts.google.com/109172813571934524948/ls/9cf430e61b70c381
Google YouTube: Introduction

YouTube allows billions of people to discover, create, and share originally created videos. YouTube provides a forum for people to connect, inform and inspire others across the globe and acts as a platform for content creators, teachers and advertisers.

As an educator, whether you are considering using videos in your lesson plans, adding historical videos into your social science class, or conducting a video field trip of ancient Roman ruins, YouTube is a great tool for better teaching and learning.

Get Started in the Classroom

In the following Basics and Advanced lessons you will learn more about the benefits and use of YouTube in class. As a start, here are three common scenarios teachers come across each day.

https://www.google.com/edu/training/get-trained/youtube/introduction.html#
Meet local educators

Connect with a Google Educator Group near you to learn, share, and inspire each other to meet the needs of their students.

Visit the Google Educators Group

https://www.google.com/edu/resources/communities/#
Padlet
https://padlet.com/auth/login

What one goal do you have to improve your writing this term?
Please consider your responses in discussion and your career goals.

- To formulate and make stronger paragraphs.
- Improve your writing
- To be able to organize my writing better so my papers flow smoother.
- The ability to write a stronger thesis statements for my formal papers.
- How to utilize the outline in terms of different types of paper
Why Build an App?

- Designed for mobile devices
- Ease of navigation for users
- Not a data heavy so less bandwidth
- Make key items readily available on mobile devices
- Learning on the go
<table>
<thead>
<tr>
<th></th>
<th></th>
<th>What to put on an App?</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td></td>
<td>- The syllabus</td>
</tr>
<tr>
<td>2</td>
<td></td>
<td>- A calendar</td>
</tr>
<tr>
<td>3</td>
<td></td>
<td>- Assignment directions (PDF)</td>
</tr>
<tr>
<td>4</td>
<td></td>
<td>- Lectures (audio/visual and PDF)</td>
</tr>
<tr>
<td>5</td>
<td></td>
<td>- Worksheets</td>
</tr>
<tr>
<td>6</td>
<td></td>
<td>- Study Aids</td>
</tr>
<tr>
<td>7</td>
<td></td>
<td>- Anything students may need to access on the go</td>
</tr>
<tr>
<td>8</td>
<td></td>
<td>- Do NOT try to replicate the whole class</td>
</tr>
</tbody>
</table>
Build Your Own App in Six Easy Steps

Build your own app for iPhone, BlackBerry, Windows Mobile, Android, and the mobile web.

Get Started now

Login Now

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http://www.buildanapp.com/home
Create Your Own Mobile App
Over 1 million business apps and counting
CREATE MY APP

http://www.como.com/features/
Now supporting all leading JavaScript frameworks: AngularJS, Bootstrap, and jQuery Mobile!
Build mobile apps and responsive web apps fast. Improve productivity by leveraging your existing skills.
Learn more »

Try our Free Plan

https://appery.io/
http://docs.weejot.com/schools
Make your own mobile app!
Drag and Drop content for your iPhone, Android and HTML5 App

Enter your App's Title...

Get Started!
...or, edit an existing app

http://www.appmakr.com/
Create your own mobile app.
For free.

Get Started Now!

Watch the Video

Download a Sample Yapp

https://www.yapp.us/
Cohen, R. (2013). Build your own web or mobile app in minutes with these cloud based tools. *Forbes.*

http://www.forbes.com/sites/reuvencohen/2013/03/22/build-your-own-web-or-mobile-app-in-minutes-with-these-cloud-based-tools/


http://www.edtechmagazine.com/higher/article/2012/08/7-tips-designing-mobile-apps-education


http://www.educause.edu/ero/article/finding-right-one-mobile-technology-higher-education


http://www.edutopia.org/blog/texting-classroom-audrey-watters


*ECAR Case Study 2, 2005.* Educause Center for Applied Research.

QUESTIONS AND CONTACT INFORMATION

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