

Digital Learning Environment Scenario Middle/High

A sample learning episode

To start the unit on the Roaring 20s and the Great Depression, a discussion sets the scene for the United States after World War I. The students' conversation leads to finances and the disparity of wealth. This elicits the unit question: What is uneven distribution of wealth, and what impact does this have on society?

Although teachers supply some resources, students are free to acquire the information in their own ways. Some chose to view clips of documentaries on YouTube, and others read online journal articles, books and other materials. Throughout this process, whole-class and small-group discussions are held to ensure students fully understand the content, and teachers provide additional support for those who have gaps in their understanding.

To show mastery of the content, students individually create silent films. But first, they listen to a short presentation on Hollywood in the 1920s, silent films and the advent of "talkies." Teachers show clips from silent movies and a viewing and analysis of the trailer for the movie "The Artist." Students create their own silent films that answer the driving questions. The students upload their projects to YouTube, and the unit culminates with a class viewing and peer critique. These projects are graded using a rubric that students receive ahead of time.

Part 1:

Using part G of the ELEOT, rate what you have seen on each of the 3 indicators under Digital Learning Environment.

G. Digital Learning Environment				
1. Uses digital tools/technology to gather, evaluate, and/or use information for learning	4	3	2	1
2. Uses digital tools/technology to conduct research, solve problems, and/or create original works for learning	4	3	2	1
3. Uses digital tools/technology to communicate and work collaboratively for learning	4	3	2	1

Part 2:

If you rated the activity less than a 3 on any of the 3 indicators, what could be done to improve the score?
