



Let's Play: Technology, Inquiry and Play


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Margot Filipenko

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Activity 1:

- ▶ With your play dough create an animal or artifact that represents your emotions at the end of the first week of your teacher education program
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SOMETIMES I FEEL LIKE A FOX

Danielle Daniel





Play






What is play?

- Through play, children learn to make sense of and construct ideas about the social and natural world – the people, places, objects and experiences they encounter every day
- Often described as child-directed, active, with a minimum of rules (***an exploratory process rather than a focused activity to learn a particular learning outcome***)
- Current thinking however is that adults have a critically important role in children's play, even when the child directs it

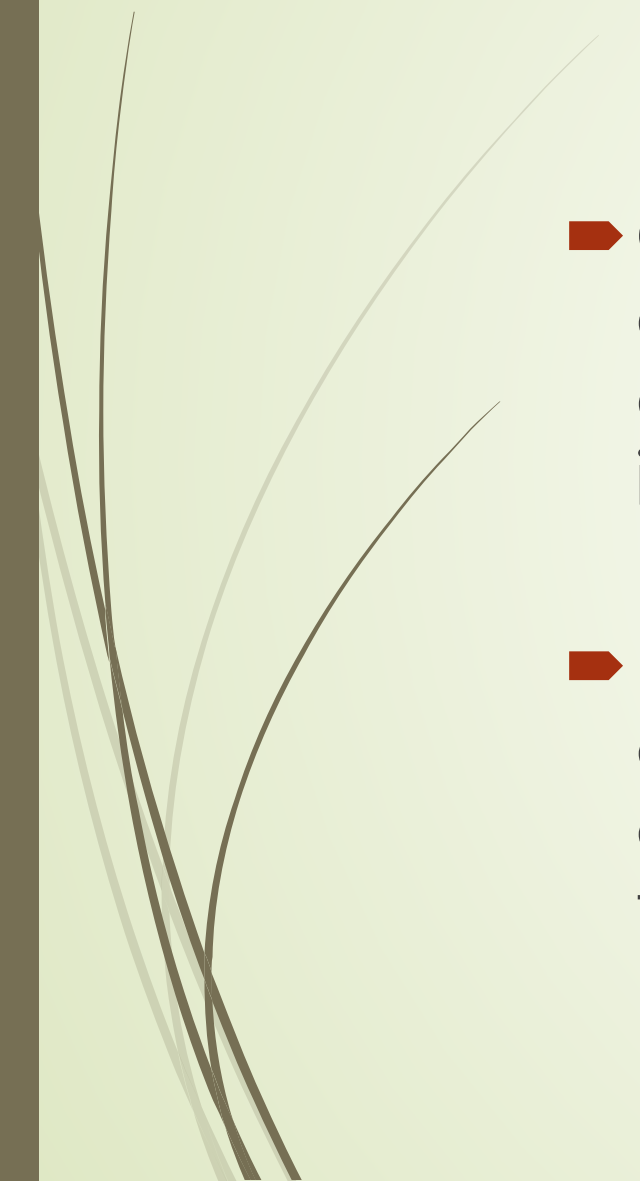


Child-directed play and learning

- Occurs when children lead their learning through exploring, experimenting, investigating and being creative in ways that they initiate and control
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Adult-led learning

- Occurs when adults introduce an experience or an idea, concept, topic for exploration and direct the learning by taking charge, giving instructions, setting rules, asking questions, and providing structure
 - Is about making judgments about what is worth children knowing by promoting 'worthwhile and challenging experiences and interactions that foster high-level thinking skills'
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Intentional teaching

- Refers to professionals making decisions that are thoughtful, deliberate and purposeful as they broaden and deepen children's knowledge, skills and experience to take them beyond what they already know, can do and understand
 - Is essential for children's learning
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Technology and play: Let's get our *hands dirty*

Rationale:

- Learning through an experiential and socially constructed play-based approach, students are provided with agency and the opportunity to communicate and co-create their understandings.
- By NOT providing whole class step by step instructions, the teacher is allowing students to start where they are at, co-construct their understandings and share their expertise (thus not leaving *many* behind or delaying progress for *some*)

Lesson Objectives

(yes, there's still a plan!)

- ✓ Students will communicate with classmates to learn the affordances of a given technology.
- ✓ Students will share their understandings and work together to create a simple story or poem.
- ✓ TCs will understand how this form of 'teaching' might have a place in their own classrooms.

Teaching procedure/process:

Teaching Outline/Sequence:

2 min. Hook: Show Example Storybird
Let's take some time to explore!

15 – 20min: The 'Tech learning task':

- Let's 'play' to learn a technology – approach to 'teaching a technology' vs. direct instruction.
- T provides objective and access to the tool/technology
- Ss spend the first X min in pairs, small groups trying it out to see what it does and how it works (affordances/limitations)
- T will only answer questions re: tech glitches... login, access for the first 5 to 15 min (T will 'read the room')
- Students support each other as they explore and eventually 'satellite' their learning
- Once 'played out' for a time, the 'real task' of working with the particular technology for a real purpose can occur.

5 min: Closure/debrief:

Provide links/resources to some other options students might consider (let them know about workshops coming up re: evaluating and selecting digital technologies for multimodal presentation)

Invite students to share options/technologies they're familiar with or that they find (on <http://scarfedigitalsandbox.teach.educ.ubc.ca/> 'add a resource')

Invite students to Ask a Question.

KDU (Know Do Understand) Lesson Outline



Unit Title: Digital Tech Integration		Name Yvonne Dawydiak
Grade(s) – N/A	Subject(s) - Cross-curric Inquiry	
Lesson duration /timing	20 – 30 min	Date/Time of Teaching Sept. 6, 2019
Know & Do –Content & Curricular Competencies	KNOW: How I might introduce a new technology to my students (and know how to make a story in storybird) DO: Experience purposeful play using Storybird, a cloud based storytelling application	
CORE competencies focus	Communication, Creative and Critical Thinking <ul style="list-style-type: none"> - Connect and engage with others; explain, collaborate - Generating ideas, Question and investigate 	
Understand – Big Idea(s)/Essential Question(s) <i>- how does this lesson relate back to the overall unit?</i>	Effective and authentic technology integration includes the agency of all members in technology decisions and helps develop Literacy Competency & Confidence. Teachers provide a learning environment where students can apply technology in purposeful and authentic contexts.	
Learning intention/Lesson Objective (may be written as “I Can statements” or SWBAT)	I can learn to use Storybird without direct instruction I can communicate to support my own and others’ learning (I can help my students develop agency by allowing them to ‘play’ in order to teach themselves and others.)	

Assessment: I will know...
because... *(how will the Teacher know objectives have been achieved and how will sts know?)*

I will know that TCs can make a story because I will have the evidence in my 'collection' on storybird.
I will know that TCs understand how they might integrate digital technology in their own classrooms based on group discussion and take aways.

Adaptations/Modifications :
(How are you meeting the needs of varied learners in your class including students requiring enrichment?)


- open-ended opportunity for purposeful play vs. direct instruction (leaving behind or losing many)
- partnerships to support co-learning; encourage 'satelliting' of knowledge
- encourage sharing so students of all abilities to develop confidence & competence

Materials *(remember to consider multi-modal resources)*

BYOD (students own devices working in partners or groups of 3)
Storybird student account invitations (& teacher login info)



Importance of integrated teaching/play approach in children's learning


- ▶ Children are capable of learning on their own, but adults extend and increase that learning and stimulate new learning through their intentional involvement
 - ▶ While play can be child-directed, adults' involvement can increase its value
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Effectiveness of integrated approaches

- ▶ Play and experiential learning are engaging for children, and children learn best when they are fully engaged
- ▶ In play and experiential learning children are engaged for longer, which promotes learning
- ▶ Child-led and guided play and learning support children's sense of agency – of being active contributors to their learning and that of others



Tools and examples for integrated teaching and learning

- ▶ Engaging with children in play/hands-on activities
 - ▶ Having conversations and interactions that support learning
 - ▶ Planning experiences to deepen and extend children's knowledge, understanding and skills
 - ▶ Differentiating learning opportunities for individual learners
 - ▶ Creating physical environments that promote learning
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Plugged & Unplugged stations

- Scratch Jr Coding app
- Ozobots (coding can be kinesthetic)
- Magnet play
- Puppets (and puppet pals?)
- Squishy Circuits
 - Can you create a simple circuit?
 - Share your background knowledge? Ask critical questions...
- Loose parts (rocks, shells, dinosaurs, bits and pieces)
 - Possibilities:
 - Create images or collage
 - Develop stories
 - Make a Stop Motion video
 - Take a photo
 - Use a magnifier
 - Explore the intersection of Augmented Reality and 'the real world' (aka iRL)

Who are we?

Eric Lee

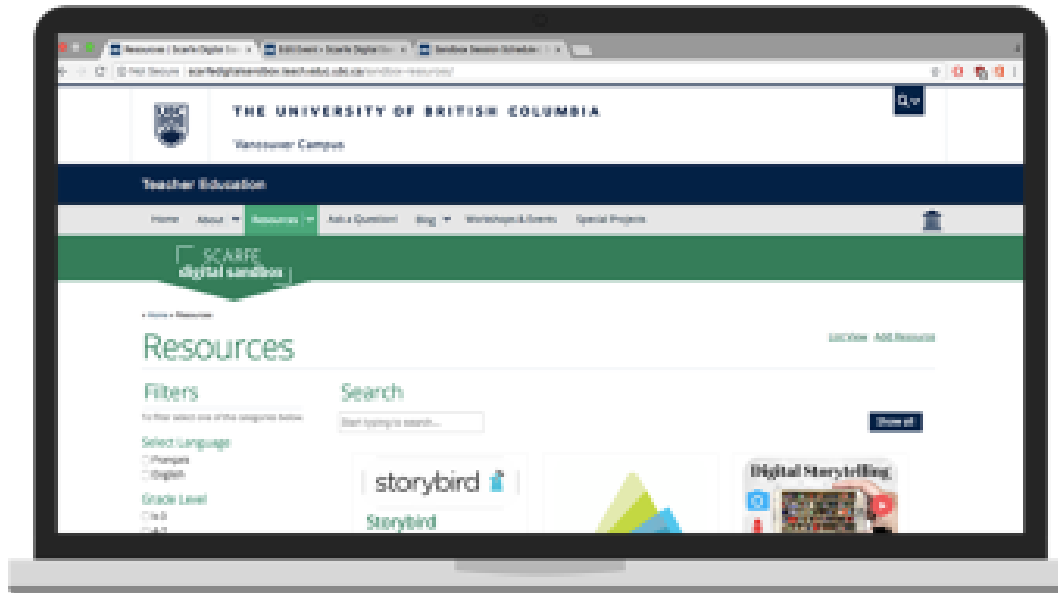
Technological Project Assistant

Yvonne Dawydiak

Learning Design Manager,
Teacher Education



Passionate about enriching lessons with technology.



Online Resources

Browse, search, REQUEST resources & workshops.

scarfedigitalsandbox.teach.educ.ubc.ca



SCARFE
digital sandbox