Case Study:
Intranet Design for Blended Learning Activities

Bram Moreinis
Game Face Web Design
http://gamefacewebdesign.com
The Empowered Teacher
http://empowered-teacher.com
845-750-2412
All K-12 School Sites Need:

1. **Teacher Home Page**: Public-facing page with links for students, parents, colleagues to go to public or login-required pages. One per customer.

2. **Course Page**: Public-facing page about the curriculum for a course. This could be generated by an individual teacher, or be a link from a curriculum map.

3. **Class Page**: Public or private pages to post current class activity, with links to lesson pages and other resources.

4. **Resource Pages**: Standard page content, general purpose, associated with the teacher as author, associated with a syllabus, lessons, etc. etc.
Drupal Intranets Also Get:

1. **Book Pages**: Sections of pages in sequence, with menus, able to be printed singly or together as sections in PDFs.
2. **Project Pages**: Group pages that associate users and content types with a learning activity.
3. **Activity Pages**: Activity descriptions associated with a project page, since a project has many activities.
4. **Student Accounts**: So they can create content to submit online.
5. **Custom Content**: Virtual Cards, Profiles, other teacher-defined types that go with activities.
But Wait, There’s More!

1. **Web Forms**: “Worksheets” for home submission with spreadsheets showing replies.

2. **Comments**: Discussion threads, able to emulate standard forums.

3. **Private Messages**: Enabling ongoing communication between teacher and students within the Intranet, no email needed.

4. **Polls, Five-Star Ratings**, etc: other options for sustaining online communication and collaboration among a class.
Learning Intranet
("Sandbox" + "Project")
Annual Cycle

- **Different Every Year**
  - Sections
  - Students
  - Student Work

- **Outside the Frame**
  - Project Site

- **Same Every Year**
  - Courses
  - Teachers
  - Projects
  - Activities
  - Content Types
  - Workflows
Planning Intranet
(“PLCs” + “Project Plans” + “Ticket System”)
http://empowered-teacher.com/portal-brief
To start....

• **Planning Site**
  – Open Atrium
  – Project Planning
  – Tech Planning
  – Web Planning
  – Ticketing System

• **Sandbox Site**
  – The “Learning Intranet” we’ve been talking about so far
Case: Springs District

- Three Intranet Sites: Planning, Learning, Project
- Conference Day Preparation (Planning Site)
- Conference Day Presentation
- Conference Day Follow-Up
- Project Development (Planning Site)
- Project Implementation (Learning, Project Sites)
- Project Evaluation: Take-Aways
Plan the Conference Day

- **RockClimbr:** Blogs, Wikis, 2-Dos, Milestones, etc.
  - RockClimbr: **In-Service Day Planning** – sessions, logistics
  - RockClimbr: **In-Service Day Training** – sign up and use OA
  - RockClimbr: **Project Brainstorming** – other groups to make?
  - RockClimbr: **Technology Planning** – implications?
## Conference Day

Displaying *current, published* revision of project *Conference Day*, last modified by **admin** on 10/16/2009 - 1:06pm

**Date:**
**October 7, 2009**

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**Sunday, 25 October 2009**
- **Message** Planning (Home Stretch)

**Friday, 16 October 2009**
- **Assessment in the Writing Workshop**
- **Community Learning Teams**
- **Message** questions
- **Message** Web Design Session
Blog: Discussing the Project

Springs Public School Projects System
Family, School and Community.... Together We Make a Difference!

Conference Day

New message New to-do New milestone New wiki New file New activity

$SUNDAY, 25 OCTOBER 2009$

Planning (Home Stretch)

Hi All,
I received input on the draft schedule from a few folks, and have made the attached revisions. Jodi relayed that most people would rather have lunch closer to noon than to 11am, so that was changed.

Files:

Supp Conf Day, 11-3-09, Draft Agenda.doc
Posted by Michael Hartner in Miscellaneous Add new comment Read more Subscribe to: This post Subscribe to: Posts of type Message

FRIDAY, 16 OCTOBER 2009

questions

I am still navigating this website (atleast I am trying). I wrote comments somewhere but don’t seem to know where they went. I am trying this message section. I left a message for Sharon Burns a few days ago. She has not returned my call yet. Should we delete her name from our survey? Also, did we decide to offer the Administrator Q & A as a workshop or are we beginning our day with that? Could someone re read the outcomes for this workshop? They don’t read clearly to me and not sure if they need some clarification. Thanks.

Posted by Jodie Hallman 2 comments Unsubscribe from: This post Subscribe to: Posts of type Message
To-Do + Milestones

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**To-Do items for Conference Day**

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**Committee to email constituents for topics**

Submitted by Sue Ellen on Thu, 10/08/2009 - 3:17pm

Date: October 8, 2009

- Type: Milestone
- Title: Committee to email constituents for topics
- View date: 10/08/2009

- Type: Milestone
- Title: Input Survey Topics
- View date: 10/14/2009

- Type: Milestone
- Title: Input to Gram on Topics
- View date: 10/13/2009

- Type: Milestone
- Title: Survey Completed by committee
- View date: 10/16/2009
Conference Day Session Descriptions

Submitted by Michael Hartner on Wed, 10/07/2009 - 11:47am

SESSION DESCRIPTIONS

Title: English Usage and Mechanics: What Students Need to Know

Target: General

Description: This session will focus on usage errors most prevalent in student writing and suggest simple fixes so that students are better prepared to navigate today’s writing challenges from ELA to SATs to college applications! It is never too soon to simplify the mechanics of writing and eliminate "seat of the pants" punctuation.

Outcomes: Through this cross grade articulation session, teachers will be able identify important elements and common vocabulary of usage and mechanics, and have the opportunity to build continuity from grade to grade and to improve focus on ELA skills that are key to student success.

Title: Community Learning Teams

Target: Teachers open to community partnerships

Description: The National Commission on Teaching and America’s Future (NCTAF) has invited classroom teachers to form teaching teams containing interns, online educators, community members and industry veterans with specific subject expertise. There is federal stimulus funding available for this initiative. More: http://www.nctaf.org/

Facilitator Bram Moreinis served as Technology Coordinator for University Heights High School, an alternative school in the Bronx built on this approach, through "roundtables". More: http://www.columbia.edu/cu/bb/sat.html. Bram also created Tech Scouts, which encourages students and teachers to create service learning projects with community members.

Outcomes: We’ll envision possibilities for this radical approach that fit the classrooms of attendees, potentially leading to seeking funding as a pilot district in NYS (which has yet to claim its share of federal funds for this initiative.)
Planning (Home Stretch)

Hi All,
I received input on the draft schedule from a few folks, and have made the attached revisions. Jodi relayed that most people would rather have lunch closer to noon than to 11am, so that was changed.

Files:

Supt Conf Day, 11-3-09, Draft Agenda.doc

Posted by Michael Hartner in Miscellaneous Add new comment Read more
Subscribe to: This post Subscribe to: Posts of type Message
Activities: Custom Content Type

Conference Day

Nid: 158
Title: English Usage and Mechanics: What Students Need to Know
Target: General
Description:
This session will focus on usage errors most prevalent in student writing and suggest simple fixes so that students are better prepared to navigate today’s writing challenges from ELA to SATs to college applications! It is never too soon to simplify the mechanics of writing and eliminate “seat of the pants” punctuation.
Outcomes:
Through this cross grade articulation session, teachers will be able identify important elements and common vocabulary of usage and mechanics, and have the opportunity to build continuity from grade to grade and to improve focus on ELA skills that are key to student success.

Nid: 166
Title: Community Learning Teams
Target: Teachers and TA’s open to community partnerships
Description:
This is a project planning session. We will brainstorm and plan towards an unfunded pilot project, to be used to seek funding from TARP through NYSED. NCTAF has invited classroom teachers to form learning teams containing interns, online educators, community members and industry veterans with specific subject expertise.
Custom Advantages:

- Add Fields
  - Taxonomy
  - CCK
- Make Views
- Sidebar
- Full Page
Session Survey: All Faculty

This was the first time faculty had been asked, “What sessions would you like to see offered on Superintendent’s Conference Day?”

They’re favorite? : “Getting to know the Admins”
### Drupal Webforms Analyze Results

#### Session Preferences

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### Fourth Choice

1. Applied Behavior Analysis for General Education Teachers
2. Applied Behavior Analysis for Special Education Teams
3. Arts in the Classroom (Sharon Burns/ Michael Guglielmo)
4. Assessment in the Writing Workshop
5. Community Learning Teams
6. Cross Grade Level Planning
7. English Usage and Mechanics: What Students Need to Know
8. Field Trip: Sites of Historical and Cultural Significance in Springs
9. Getting to Know the Administrators
10. Integrating Promethean Software
11. Organizing and Training Student Tech Support Teams
12. Recess Supervision
13. Technologies that Enhance Student Learning
14. The Empowered Teacher Website
15. Using Technology to Organize Projects and other Team Efforts
16. Within Grade Level and Departmental Planning
Hold the Conference Day

My Morning Session: “1. Technologies that Enhance Student Learning” – 43 attendees

1. “Enhancement Ideas”
   Presentation & Discussion: Pedagogy, Planning

2. The Empowered Teacher Website, Pt. I
   Intro: Drupal CMS

3. Using Drupal for Project Management.
   Train: Planning Intranet

4. The Empowered Teacher Website, Pt. II
   Demo: Planning site to Sandbox Site

5. Learning Teams
   Brainstorm: project ideas
Web 2.0 implies Learning 2.0

• **Neo-Millenials:** Wired kids are accustomed to choosing their engagements – whom they interact with, what they interact about, when and where they use whatever online tools they like. Thousands of channels at the same time.

• **Social Learning:** Getting Neo-Millenial buy-in requires a shift from “everyone learns whatever the *sage on the stage* is teaching” to “everyone teaches and learns from each other about what each cares about, with a *guide on the side*.”
Sample Blended Social Learning

TECH SCOUTS CYBERFAIR

• Each group has a kiosk with an exhibit demonstrating a computer skill.
• They explain to guests how they made the exhibit, and why they were interested in it.
• Then they teach the guest the skill.
• They had to make sure that the guest would be able to answer questions like:
  – What is this exhibit about?
  – Will the skills be useful to you, or the school?
  – What skills are needed to do well in this area?

http://hvscouts.com
Follow Up with Planning Site

- **Rockclimbr** – Blogs, Wikis, Calendars, 2-Dos, etc.
  - Teachers: Comment on Brainstormed Projects
  - Consolidate into Printable WIKI
  - Create “buy in” survey to determine interest for each project
  - Draft the Sandbox Site based on survey results
Sessions Brainstormed during SCD

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<td>Target: first graders</td>
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Target Audience
Middle School

Activity Description
1. Teach students to use Inspiration (or Smart Ideas) to create concept Maps.
2. When beginning a unit on a new subject, “activate everyone’s knowledge” by making a collective concept map on the class.
3. Teacher uses the blackboard/whiteboard, students take turns using “rapidfire” (or equivalent) to build out map.
4. When map is built, students form teams to decide what the main categories should be. They can work from map view or from outline view.
5. Student teams publish maps to network.
6. Student teams present maps for PMI feedback from class.
7. Maps are printed out and put on wall during unit.

NOTE: For an example of a concept map, see wiki.

Outcomes
Everyone in the class shares a starting sense of what the field of concepts is for a new subject, and is introduced to keywords, definitions, and relationships. Students take responsibility for organizing their own thinking about relationships between things under study.

Projects:
- Technologies that Enhance Student Learning
- Add new comment
- Unsubscribe from: This post

Comments

Submitted by kfarmer on Tue, 11/03/2009 - 12:04pm.
I - Charts
Submitted by kfarmer on Tue, 11/03/2009 - 11:04am.
When time is not on our side with the computer carts, I liked the idea of giving students the time in class to create a chart/poster. Then I can take a picture of it and insert it onto my computer and project it on the promethean so the students can share their work. This allows the artists and my beginner ELL students a chance to feel like they are part of the team by adding their creative input. Students are now using a hands on approach while working in small groups. In addition, students can learn from each other when they present their chart/poster to the class. They can also overlay if necessary when presenting.

reply

I want to make this happen to include all my kids
Submitted by jully on Tue, 11/03/2009 - 10:56am.
I like the creativity involved in this approach...the discovery that is ongoing for me and the kids. It's based on valuing questions and not pat answers. Exciting.

reply

my head is exploding
Submitted by igold on Tue, 11/03/2009 - 10:55am.
I need more than one day to absorb all of this

reply

M technology not available
Submitted by amy turner on Tue, 11/03/2009 - 10:54am.
I love the idea but it may be difficult to get the necessary technology -- scanners, cameras -- in our classrooms

edit  reply
Follow-Ups from Group Brainstorming

The following are my readings from what teachers posted on the Intranet on Tuesday, and possibilities for followup.

- Bram

1. **Activity Planning on the Springs Intranet** - keep the conversation going in the Technology project about technology integration Activities worth exploring and developing.

2. **Digital Divide Project** - get the technology and skills up to speed with learning activities that empower teachers to design activities that involve students at home, online. This is the most transformative follow-up Springs could do, fundable and able to draw community volunteers to support: well within possibility.

3. **Teacher Website Specifications** plan how to put Learnign 2.0 on [http://springsdistrict.org](http://springsdistrict.org) and re-start Professional Technology Circles to spark dialog and site development. Teachers who join circles to plan websites can request development of environments that students access to do Learning 2.0 at home and in school. This involves giving students accounts from which they can post multimedia and comment on each other's work.

4. **Learning Teams Project** - leverage Springs' unique position among rich neighboring resources and Drupal as a school/community coordination tool to pilot a project drawing on TARP funds through NCTAF and many other local partners. This can fund the staffing and resources required for Digital Divide.

5. **Web Literacy: Critical Thinking about Found Sources** - The case is easily made that all schools must emphasize critical thinking about found sources online, across the curriculum and across grade levels. Great curriculum writing project: create a framework for critical thinking activities to start off Internet research projects (e.g. Health Curriculum, Who Was That Woman.) Include Internet Safety presentations aligned with the district's Acceptable Use Policy (AUP) and Childrens Online Protection Act (COPA).

6. **Cultural Exchange Webquests & Videoconferences** - inspired by SCEP, create an interactive project using the new Drupal site ([http://springsdistrict.org](http://springsdistrict.org)) to enable collaboration among Springs students and students from other lands for language learning and cultural exchange. KedPals (digital successor to PenPals) are fine, low-tech ways to get started, using forums and blogs if students aren't given email accounts.

7. **Cognitive Apprenticeships and Authentic Learning** - the Solar Energy Project is an example of both, where experts from the community model how they teach others (structural engineers teaching homebuyers about home issues and maintenance), and students produce similar work. Student Science Conferences (download the Powerpoint from Tuesday) are also an example of learning by modelling what professionals do a simulated (rather than authentic) context.

8. **Image and Sound: VoiceThreads** - images of unfamiliar material need commentary to be interpreted. Tools like Voicethread compensate, so that slideshows and audio commentary can be shared online - making it possible for students to learn from each other across grade and subject, and to share that learning with parents and community. Another great example would be Poetry Powerpoints, which are increasingly popular because images help students interpret and appreciate poetry; a third would be creating storyboards for Original Opera.

9. **Educational Roleplaying: Dungeons & Dragons meets Greek Gods** - use the web for simulated environments, give students roles, and run educational (not just entertaining) fantasies. Tom Snyder Software's Decisions, Decisions series does this in very educationally valid ways...going online component means students can do much richer things with their characters and their imaginations.

10. **Virtual Expeditions** - These can be created by students, for students, as a basis for all kinds of learning activities. These dovetail nicely (when relevant) with virtual explorers that classrooms can "follow" as they post images and reports of their travels. Such activities are easy to find (just Google "Virtual Expeditions"). For a local example, see the Half Moon - a Taconic Hills teacher connects the ships' voyages and log reports to classroom activities.
Follow-Up Interest Survey

Your Name: * Sample Teacher (Anonymous)

If you're taking this survey while logged in as yourself, this forget their logins and prefer to use what's easy, please say so.

First Followup:

4. Learning Teams: bring community to school
   select...
   1. Activity Planning: keep sharing, commenting
   2. Digital Divide: bring schoolwork to home
   3. New Teacher Websites: revive tech circles
   4. Learning Teams: bring community to school
   5. Web Literacy: gauge the credibility of sites
   6. Cultural Exchanges: webquests & VC
   7. Apprenticeships: students learn adult roles
   8. Voicethreads: add audio tracks to PPTs
  10. Virtual Expeditions: bring the world to class

Interest Level: COMMENT

Second Followup:

9. Educational Roleplaying - simulation games

Interest Level: COMMENT

LURK
TRACK
COLLABORATE
DRIVE
Customizing the Sandbox

Creating a Sample Web Spec Sheet

From: admin  Date: Tue, 11/03/2009 - 12:12pm

We never completed the "Spec Sheet" process - so there are more questions that ought to be answered when creating a specification request. Such requests need to be made (and dealt with!) before teachers can have pages that do fancy things.

Even so:

To add a new spec sheet, visit http://springs.gamefacewebdesign.com/node/add/web-spec

You can find submitted spec sheets at http://springs.gamefacewebdesign.com/web_specs

At this point, I decided to export the content to Open Atrium.....
2. Plan the Projects

- **Open Atrium** – Blogs, Wikis, Calendars, 2-Dos, etc.
  - Migrate Select Groups based on Survey Responses
  - Create In-Service Project Offering (45 hours)
  - Solicit Proposals from Teachers
  - Form the OPLC (different projects, learning from each other)
• **Open Atrium** – Blogs, Wikis, Calendars, 2-Dos, etc.
  – **Blog**: Discuss the proposals, with expert feedback
  – **Wiki**: Create project plans as “Books”
  – **ToDo**: CaseTracker for who does what by when
  – **Calendar**: Plan and Hold Skype Meetings
4. Run the Projects: Civil War

- Project Proposal: Civil War, Grade 7
- Planning Discussions: Lessons & Resources
- Civil War: Topic Cards: What find interesting?
- Civil War: Web Form: Choose Your Persona
- Civil War: Create Your Profile
- Civil War: Comment on Slavery Articles
5. Evaluate The Results

- Students Completed Activity Review Forms