GOOGLE CHROMEBOOKS - CONNECTING ELEMENTARY AND HIGH SCHOOL CLASSES

The project consisted of us, elementary teachers from Hillcrest Academy, going to LTMHS to observe teachers who are using technologies in their classrooms. Their school is completely 1:1 ratio with Chromebooks. Technologies are already being used our elementary school and we were looking for innovative ways to redefine and better our teaching practices. Although we originally planned to have 3 days of release time for this project, we were only able to complete 2 by the May 11 deadline. We attribute this not to a lack of interest in the project, but rather to the challenges with scheduling between the elementary and high school schedules.
To briefly review our Journal entries, both of our days were spent with Christine Fiset, observing how she uses Chromebooks and technology in her ELA classroom. While we focused on her stop-go animation project, we were also able to speak to other teachers in the highschool about how they incorporate technology in their classrooms. With Christine, we were able to see how the students picked an illustrated story book, planned their project using the provided Hyperdoc (created using Google Docs) through Google Classroom and used a variety of programs and websites to start the process. During our second visit, we saw the project nearing completion. Students had used a variety of devices (Chromebooks, iPads, phones, etc) and programs/apps (Clapmotion, iMovie, iMotion, etc.) to bring their projects to fruition.

Our main focus for this project turned out to be the Languages Goal. Due to our delayed start, January 2018, the aspects of Digital Citizenship were already well established at that point so we decided to focus where it would be more beneficial. We were unable to schedule visits with the Math/Science teachers. In the future, we feel this would be interesting to organize so we could assure that technology in Math and Science in elementary programs is a good stepping stone to their high school education.

Languages English/French
Our goal for using technology in the Languages was a success. We learned about new tools that are being used in the Languages Classroom that we can easily integrate using our Chromebooks.. For example, we saw Ed Puzzle - Youtube videos where you can insert questions for students to ask (used as an initiating activity for stop-go animation), use of Hyperdocs for long term projects, vocaroo.com - a web site that allows students to record their group discussions and send it to the teacher with a private link, websites like Storyboard That and Canva that let you create online storyboards. For the stop-go animation project, some students used Clapmotion for Google Chrome, while others used iMotion and iMovie with their ipads, to create their storybook video. In the French class, the students were working

on a sports unit, where they had to design a sports jersey. Using their Chromebooks, the students worked collaboratively to design a logo, plan out the measurements, make a pattern, and cut and sew their jersey.

As elementary teachers, we now have a better understanding of how technology is being used in high school. We can now ensure we use some of these tools so that in the long term, the students will already have a base in technology and be more proficient in both online skills and citizenship in high school. We noticed that these activities also strengthened or challenged their cooperative learning, which is a skill that is constantly in development.

In our Grade Four setting, we observed the students were more motivated in their creative writing by using online storyboards. We are also integrating a short stop-go animation for the Haiku poems in their Google Classroom Poetry Unit. The grade four students look forward to viewing the final project from the high school students and sending their constructive critiques through Google Classroom.

We feel that the bridge between highschool and elementary should be explored by all schools/school boards. It is important to know as elementary teachers what is expected of the students once they reach high school so we can ensure we are giving them the right tools to be successful. In this technology driven society, it is essential to learn the importance of not only digital citizenship but also the educational tools they will be needing in their academic career.