Michael Fischer
CET765
Mentor/Mentee Paper

February 6th, 2009—Ask Mentee

I met with Patty Garry to discuss the assignment for CET 765. I explained to her that I would
need to work with her to incorporate technology into a unit in which she had not used technology
previously. She brought up the fact that she wanted to learn more about using WebCT in her
classroom so we decided that that would be one of the areas we would cover. I brought the idea
of taking a look at the various Web 2.0 resources that are available on the Internet. She was
open to the idea of looking at some of these and seeing if there was a place that she would be
able to use them in her classroom. During this time we also discussed a general timeline in
which things will take place.

Patty teaches JH and Freshmen English, along with Spanish. She is a veteran teacher with 20+
years of teaching experience. I have worked with her in the past with various technology issues.
She is a teacher who is hesitant to try new technology in her classroom, but if she does decide to
try something new she will put her full effort into learning the technology and will work to find
ways to use it in her classroom.

go2web20.com

edublogs.com

February 9—Create initial timeline

I created the assigned timeline for the Peer Mentoring Part 1 assignment for CET 765 using
www.timetoast.com. I had never used that web resource before so it took a little while to get the
hang of it. Once I had used it for a little while, I got the hang of it and was able to finish making
the timeline fairly easy. This is definitely a tool I would recommend to other teachers if they
were going to have their students create a timeline.

February 10—Meet with Mentee

February 17—Begin WebCT tutorials

February 23—Introduce Web 2.0 Activities

I met with Patty to introduce her to Web 2.0 resources. She had never heard of the term so I had to start off by explaining that it is a term used to describe Internet resources that are designed to increase collaboration and interactivity and gave her some examples in wikis, blogs, social-networking sites, and file sharing sites. In order to give her a better example of what I exactly was talking about I took her to http://www.go2web20.net/. I showed her a couple that I thought she would possibly be interested in using.

The first one I showed her was http://www.protagonize.com. This website is set up so that one person writes what would amount to the first chapter of a story and then posts the story on the website. Once the chapter is posted, others can then go on and write additional chapters to the story which allows it to continue to build on to the story. I gave her a chance to look over the site and she had a very good question after only looking at the site for a couple of minutes. On the site, there are a variety of categories for the stories. Not all of the stories are school appropriate which would make this a tough site to use. She really liked the concept of the website but didn't feel that this particular website would be able to be used. I told her that there would be another way to accomplish this but it would mean that her students could only build onto their classmate's stories. She said that may be a possibility so I told her that we would look at the idea of using Google Docs to do the same concept.

The next site I showed to her was http://bubbl.us/. This website is allows you to create concept maps online that can be modified and shared. I showed her an example of a concept map I had created using the website so she could get an idea of what exactly the website could do. She was really intrigued by this website and thought she would be able to incorporate it into her teaching.

We decided at this point that this was enough information for her for the day. Looking back I should have provided her with the link to the Web 2.0 website ahead of time so that she would have had time to explore the website as there are way too many resources to go over in a short period of time. I did tell her that if she got the opportunity to that she should go ahead and look over the website if she had time and see if there were any other resources she would be interested in learning how to use.

March 2—Discuss how to incorporate WebCT and Web 2.0

We did not have time to meet today due to scheduling conflicts.

March 4—Ongoing Discussion

I met with Patty again to see if she had gotten an opportunity to look over the Web 2.0 website. She informed me she didn't get time to do that but that she was interested in both the Google Docs idea and the bubbl.us idea. We discussed the two options and tried to determine which of the two options she felt would benefit her students the most in the unit she was going to be

teaching. We determined that we would focus more on the bubbl.us resource for the sake of this unit but that we would also take a look at setting up Google Docs for one of her other classes that completes journals as an assignment.

We met again after school in order to go over some of the details of the bubbl.us website. We went through the process of creating a user account for her. This created one of her concerns in that she was not sure if she wanted the students to be creating accounts. We discussed this and I let her know from my use of the site that I saw that there would be no problems with the students creating their own user name. By creating an account, they would be able to save their work and continue working on it at a later date. Creating an account would also allow them to print directly from the website if they wanted to do so. Once we created an account, we went over the website and I showed her how you created a new child level and a new sibling level of bubbles. We also went over the other details of the website such as saving, printing, and exporting. At the end of the session, she felt like she had a pretty good grasp on how to use the website.

March 4—Mentee begins unit and Follow-up Discussion

Patty had decided that she was going to use the website to have the kids create a concept map that would demonstrate the parts of speech. She had already started covering this information earlier in the school year but she would introduce the website and use it to reinforce earlier learning and also so the kids could build on the concept as they discussed different parts of speech in the future.

During the discussion, she mentioned that the majority of the day was spent creating the student accounts on the website. She was wondering if there was a quick way to accomplish something that that so that this time could have been spent on the lesson. The only solution I was able to come up with was for her to have created all of the accounts for the students ahead of time. This would have eliminated the need to take class time to create the accounts but would have been more time on her part in order to create the accounts.

She felt that she had a pretty good grasp on the website and felt that she would be ready to go tomorrow when the kids actually got to play around with the website and start creating their concept maps. I reassured her that I would be in the room with her observing and if there were any technology issues that arose that I would be able to help.

March 5—Observe Mentee

She had told the students that they needed to log on to their computers and access the bubbl.us website when they got to class. This went relatively smooth with only 2 students forgetting what their password was to get into the website. She questioned what she should have the students do and I let her know that there was a password recovery tool on the website that they should use. Looking back on this, I should have told her that when the students created their accounts, they

should have either created a file and saved their login information or used a different tool on their tablet computers to record this information.

Once the students got into the website, she showed them the sample concept map that we had created while I was showing her how to use the website. She also used this to show them how to add/delete bubbles, change the color of the bubbles, and other features of the website.

Other than the username/password issue, the rest of the class went well. As the students continued to use the website, they gained more confidence and a better understanding of how to use the website. At the end of the class, she made sure to remind the students to save their work.

March 6—Observation discussion with Mentee

March 12—Wrap Up Unit

March 13—End of Unit Discussion