

We Can Choose the Right Site: Integrating iPads and Canvas

Learning Management System into a 3<sup>rd</sup> Grade Classroom

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### Abstract

The following unit provides third grade students the opportunity to utilize and operate iPads to access Canvas Learning Management System. In the end, students will be able to apply those concepts in other online learning experiences. Approximately 20 students' learning will take place in a traditional, face-to-face classroom, including technology-based activities using iPads with internet access, iBook laptops (as needed), and an interactive Promethean Board. Specifically, students will have access to an iPad air, nine iPad minis, and approximately 10 iBook laptops. School provided iPads will be pre-loaded with the following mobile apps: Canvas LMS, Storify, Trello, and Brainpop. Canvas is a Learning Management System that combines content management with learning activities and assessment opportunities. Schools can subscribe to Canvas with little upfront funding as the company only requires a simple implementation fee and then a monthly subscription based on users. Additionally, educators can build their own courses and host their content through the Canvas platform. Canvas also offers an App Center which allows users to embed external, third-party tools through a LTI (Learning Tools Interoperability) framework. The free app, Trello, is the first tool integrated into this Canvas assignment. This app is an organizational board that allows users to add and sort information “cards” into categories and lists. The second embedded tool is Storify. The free version is intended to allow users to become producers of information online instead of just consumers. Both integrated tools require students to access sites outside of the LMS, but results are streamlined and updated within the context of the assignment page. In the end, the iPads, internet, and apps will be tools to facilitate meeting learning goals. Although the device will provide opportunities for seamless, blended learning, students will ultimately be able to use this knowledge to continue learning in online environments.

This unit is designed to build student's digital literacy skills by teaching them how to successfully find reliable information online. Following third grade Pennsylvania Academic Standards, the unit will provide students with background knowledge of using key words for successful searching. In addition, it will give students in-depth opportunities to absorb new information, connect, and apply these concepts using mobile technology. Students won't just read about searching online, but will be actively engaged while completing related learning activities. As part of my own educational philosophy, I find it essential to include authentic and personalized assignments that allow learners to make personal connections with the content. To begin, students will be systematically introduced to their iPads and new Learning Management System, Canvas, as well as to the topic of searching for online content. Students will become familiar with their device and Canvas over the course of two class periods. Then, the teacher will support and guide students to complete an independent, online assignment through Canvas, “We Can Choose the Right Site”. Participation in knowledge acquisition, interactive, and collaborative activities will allow students to gain technological skills and learn more about finding useful and pertinent information on the internet. By the end of the unit, students will be able to use iPads with fluency to access and complete online assignments through Canvas and/or in other online environments.

### **Mobile Technology Integration Plan**

**Unit Title:** We Can Choose the Right Site

**Grade level/ Subject:** 3<sup>rd</sup> Grade Science

**Length of Unit:** 7 school days (45 minutes per day)

**Learning Objective:** Students will learn to operate and utilize iPads to access Canvas Learning Management System and will be able to apply those concepts in other online learning experiences.

**PA Academic Standards:** **3.4.3.A3:** Identify how the study of technology uses many of the same ideas and skills as many other subjects; **3.4.3.B1:** Describe how using technology can be good or bad; **3.4.3.D2:** Observe, analyze and document how simple systems work; **3.4.3.E1:** Identify the technologies that support and improve quality of life; **3.4.3.E4:** Recognize that information and communication technology is the transfer of messages among people and/or machines over distances through the use of technology.

**Prior to implementation - Teacher Prep:** Before students operate iPads, consider accessibility, as well as altering privacy and safety settings:

- **Apps** - Install from iTunes App Store onto all iPads:
  - [Canvas by Instructure](#) (Learning Management System)
  - [Trello – Organize Everything](#) (organizational board)
  - [Storify for iPad](#) (document sharing feed)
  - [Brainpop](#) (educational videos)
- **Restrictions** - *Go to Settings App → General → Restrictions → Enable Restrictions*
  - Allow or restrict access to Apps and/or Content (explicit content filters)
  - Change privacy settings (location services, Facebook, Face Time, Bluetooth, etc.)
  - Allow or restrict account access (volume, App refresh, Game Center)
- **Accessibility** - *Go to Settings App → General → Accessibility*
  - Change universal accessibility options (voice over, zoom, invert colors, speak text, etc.)
- **Passcode** - *Go to Settings App → Passcode*
  - Turn passcode or Touch ID option on or off
- **Create Folder** - Set up a “DO NOT OPEN” folder
  - Drag Apps and material that is not intended for student use
- **Partners** - Assign each student to a partner (due to shared use of iPads)
  - Create a poster reminder of sharing schedule and hang in classroom (see below)
- **Create Login Cards** – Pre-type user login and password information cards for all students (and set up log in on each of the above Apps)
- **Add Emails** – enter student and parent (as observers) email and information into Canvas

### DAY 1: Student Prep – Becoming familiar with iPads

- After distributing iPads, as a whole group (student iPads in sleep mode), explain, discuss, and model the following:
  - *General iPad use* - care & safety, holding correctly, keeping cover on
  - *Purchases* (apps and in-app) are restricted, but encourage to recommend apps
  - *Internet access* – browser use, internet signal on toolbar
  - *Audio/Video: Camera* – operation and features of still photos and video
    - *Mic/headphones* – location and use
  - *Simple short cuts:* define Home Screen, model how to close apps, restart device, screen

- shot, Spotlight Search, Control Center, Siri, Do Not Access folder
- *Accessibility/sharing iPads*: limited device access compels students to follow a procedure for sharing with a partner:
    - Refer to poster in classroom: Student 1 reads assignment, takes notes in paper notebook, gives iPad to Student 2 → reads and takes notes, gives iPad to Student 1 → completes online assignment, gives iPad to Student 2 → completes assignment. \*If there is down-time, student waiting should add to ideas and questions to paper notebook and may use laptops to find additional information.
  - *Collaboration*: discuss building a classroom “community of learners” where students help each other work through problems. Explain how friends don't have to give friends direct answers, but can guide them in the right direction by giving hints or asking questions.
- End the lesson with a brief discussion of the new information. Teacher uses the Promethean Board and laptop to display a student-generated Top 10 list of things to consider when using iPads. Save for future reference.

## **DAY 2: Student Prep – Becoming familiar with Canvas**

- First, give each student a login card with pre-typed user login and password information. Instruct students to keep card in a safe place, for easy access and independent access to LMS. Teacher will facilitate student login as necessary.
- As a whole group (students using iPads to follow along), explain, discuss, and model the following on Canvas (from the [Canvas Getting Started Guide](#)):
  - *Navigation*: Find and access - user dashboard, breadcrumbs, sidebar, view course, course dashboard
  - *Participation*: Find and access - assignments, grades, calendar, conversations, discussions, people
  - If needed, extra support at [Canvas Open Help](#). Instruct students to bookmark the site for potential access in the future.
- End the lesson by creating another Top 10 List. This time, focus on the top 10 things to remember about Canvas. Teacher uses the Promethean Board and laptop to display a student-generated list and saves for future reference.

## **DAYS 3 – 7: Student Work Days**

- On the first work day, teacher leads the whole group of students to access the assignment, “We Can Choose the Right Site”, in Ms. Kiraly's 3<sup>rd</sup> Grade Classroom on Canvas. Students participate and follow along on their own iPads (with partners).
- As a group, discuss the sequence of activities that are organized within a table with cells and rows. Talk about the requirements, embedded Web 2.0 tools, quiz, and discussion and check for understanding as students participate.
- Finally, use the Pennsylvania State Standardized Assessment (PSSA) Persuasive Writing

Guideline (Appendix A) to address the requirements of Activity 3's writing assignment and how to reach proficiency (4/4 points).

- Independently or collaboratively with partner, students will spend the remaining five days, completing four activities, while adhering to the predetermined iPad sharing schedule (posted in classroom):
  - **ACTIVITY 1: Why's and How's of Internet Searches**

This activity will focus on choosing the right site with search engines and specific terms.

    - First, students will receive informal, direct instruction through **Absorb it**.
      - Refer to login card for username and password.
      - Watch video via Brainpop - [Internet Searches](#)  
\*listen for vocabulary: *search engine, specific, key words*
      - Visit [Google search operators](#) to find more shortcuts, as mentioned in the video.
    - Next, students will apply their knowledge and practice their new skills through **Do it**.
      - Practice using key words to find the answer to the question “Do guinea pigs make good pets?”. They will click on the link and follow the directions on the page.  
[Guinea Pig activity](#) (Appendix B)
    - Finally, students will share their key words and website used to find their information through the app, Trello.
      - Click on the question “Do guinea pigs make good pets?”, embedded on Trello within Canvas, to be redirected to the [class board](#) on the Trello app.
        - Refer to login card for username and password.
      - Add two new Trello cards with unique content to each category (key words used and source location).
        - Results will automatically update via Canvas and the embedded Trello app.
        - Students can use this list later as a repository of trustworthy research sites and key word examples
  - **ACTIVITY 2: Why Aren't Certain Online Sources Trustworthy?**

This activity will focus on telling the different between reliable & unreliable online sources.

    - First, students will receive informal, direct instruction through **Absorb it**.
      - Refer to login card for username and password.
      - Watch video via Brainpop - [Online Sources](#)  
\*listen for 6 ways to tell if you can trust a website or not
    - Next, students will apply their knowledge and practice their new skills through **Do it**.
      - Visit the two websites below to find out about caring for pet guinea pigs.  
[Guinea Pig Care](#) [Before Adopting a Guinea Pig](#)
      - Use the questions from Brainpop (Appendix C) to determine which website would be the best to use for research.
    - Finally, as a form of formal assessment and progress monitoring, students will click on the Quiz “Which guinea pig site was right?” (link embedded within Canvas) to prove they know which site is right:
  - **ACTIVITY 3: Now it's Your Turn!**

This activity will allow student to put their new online searching skills to the test.

- First, students will apply their knowledge, practice their new skills, and make connections through **Do it, Connect it:**
    - Use a trustworthy online source to answer the question “If you could chose any small pet of your own, which would it be and why?” Students will search for facts about their ideal kind of pet and for more information about it, how to care for it, how it might act, it's life span, etc.
    - Use laptop or paper notebook to begin writing process. Students will write 8-10 sentences to persuade teacher why their type of pet is a good choice.
    - Follow PSSA Persuasive Writing Guideline (attached to Canvas assignment).
    - Use facts to support reasons and include the link or explanation of source(s).
    - Refer back to class Trello list for source locations and key words.
  - Next, students will add their paragraph to the Storify app.
    - Click on the Storify logo, embedded on Storify in Canvas, to be redirected to the [class Storify site](#).
      - Refer to login card for username and password.
    - Add paragraph to feed.
      - Results will automatically update via Canvas and the embedded Storify app.
  - Finally, students will read each other's stories, discuss and give feedback in person during any down-time.
- **ACTIVITY 4: Ready for Reflection**

This short activity will give students a chance to share what they learned about online sources and read about what their classmates think.

- First, students will reflect on their new online searching skills through **Think about it:**
  - Answer the question, “How did your ideas about looking for information online change after participating in these activities?” In 3 sentences or less, students should consider their learning process.
  - Participate in the Discussion, by adding sentences to “Share what you learned about online sources and search for information” (link embedded within Canvas)
- Finally, students will make at least two comments on classmate's posts, practicing successful collaboration and feedback abilities.

Through carefully planned instruction and hands-on iPad use, students will effectively utilize mobile technology to build new digital literacy skills. While using iPads as tools to facilitate learning, students will investigate new ideas and draw conclusions about how these devices can be used to find essential information, in or out of the classroom.

### Reflection

The integration of mobile technology in a third grade classroom requires careful consideration for success. Meaningful learning includes personalized, engaging and rigorous activities that inspire deeper thinking. Authors Kearney et al, provided three basic conditions required for meaningful mobile learning. Their research proved that m-learning must include authenticity, collaboration, and personalization. In addition, I would add that learning with mobiles must also include organization, accessibility, and opportunities for home-to-school connections. In a third grade classroom, each of



these characteristics are equally necessary to provide authentic learning experiences while using mobile devices. Overall, these eight and nine year olds are excited to use technology in any way they can, for work or play. During this unit, “We Can Choose the Right Site”, the learning objective for these students will include deepening their understanding of how mobiles can support their education, instead of just being used as entertainment. Implementation of iPads and the Learning Management System, Canvas supports student's mobile learning in a systematic, collaborative, and personalized format. The following includes my intentions and commitments of using mobile technologies to increase student learning (Kearney, 2012).

Prior to introducing the unit, both teachers and students will spend time deciphering the new devices and Canvas system. Teachers will consider privacy, safety, and accessibility as they adjust iPad settings to correspond to learners needs. Content and device restrictions will be applied, in addition to installing and personalizing apps and student accounts. Students will spend the first two days of this unit becoming familiar with their iPad and new Learning Management System. Learners will understand basic elements of iPad use and care, as well as become familiar with navigating and accessing content through Canvas. This focus on prior planning and organization is justified by journal articles that include research-based frameworks and pedagogy regarding using mobile devices with young learners. Authors Parsons et al. say that the most basic component of mobile learning is an “organized delivery of contents”. This contents, they believe, should enhance learning by “making sense of the material”. Additionally, they say goal setting and clearly defined objectives help learners engage and feel motivated, thus causing positive learning outcomes. There are less distractions and elementary students perform best when they know what is expected of them (Parsons et al, 2007).

In addition to administrative tasks, teachers and students must also address access to devices in their school environment. Sharing iPads is a reality, as many elementary students must share mobile devices in their classrooms and/or do not have regular access at home. When designing online learning, instructors should consider those without devices. Teachers must support learners who do have the chance to explore technology outside classroom walls and find creative alternatives to provide access. This Canvas unit provides specific guidelines for a classroom that lacks 1-to-1 access of mobile devices. Students will share devices with a partner, using a pre-determined schedule, posted for reference in their classroom. Although unavoidable in many situations, it is important to consider this deficiency and the effects it could have on student learning. Author James Gee says, “in the contemporary world, a lack of access, networking, and mobility may be one of the root causes of poverty or diminished expectations.” Realistically, many students are not afforded reliable access to mobile devices at home or at school. Providing alternatives ways to bridge this technology accessibility gap is one way to begin to address this difficult issue (Gee, 2000).

Again, learners will participate in authentic, personalized, collaborative during this unit. Learners feel more control and find learning more relevant when it pertains to their interests. It is also intriguing to consider student's interests beyond content and more of how they respond the actual types of activities. Specifically, this lesson design includes a variety of informal, problem-solving-type situations that build knowledge and inquiry, and focus less on formal testing. In Activity 1, students begin their knowledge acquisition process and learn what successful online searches look like. In Activities 2 and 3, learners will apply their knowledge by participating in guided practice, collaboration and assessment lessons. These skills will be developed through a practice sheet, quiz, and the embedded collaboration tool, Trello. Finally, Activity 4 supports students reflection and communication skills as students discuss learning with other classmates. This variety of learning

opportunities can help support the many different needs of learners, as discussed by authors, Jones, Scanlon, and Clough. These researchers found that when given informal learning opportunities, students find material more relevant and personal (Jones et al, 2013). These real world experiences will build 21<sup>st</sup> century and digital literacy skills, in addition to preparing students for future learning. Also, according to author Hembala, “active learning involves learners in learning activities that are authentic to the work and social contexts in which the skills or knowledge are normally embedded with the real world tasks and situations.” Students can gain content knowledge, but will also gain vital problem solving skills while using mobile devices (Hembala, 2012).

As mentioned, during this unit, learners will participate in a collaborative activity using the Trello app. Students will apply learning to find trustworthy websites through the use of appropriate key words. These reliable research sites and words will be used for later reference, after being compiled into organized categories with help from Trello. Designing opportunities for students to conspire and work together can help to build a “community of learners”. Author James Gee refers to this term and says that successful classrooms “stress collaborative (group, team) learning, distributed knowledge (i.e., knowledge that is not in any one person's head, but distributed across the group, its practices, and the tools and technologies it uses).” Teaching students the simple meaning of the old quote, “two heads are better than one”, can motivate group work, instead of as a competition of individuals. This way of thinking, according to Gee, creates a “distinctive identity for learners”. Students learn to co-participate (within and out of the LMS) and feel more of a responsibility for one another's learning. Their team of learners, Gee says, forms an affinity group, of sorts, supported by their instructor and institution. This cohesive approach can allow students to realize that working together to solve a problem isn't always about sharing answers, but is more about discovering new ways of thinking through communication (Gee, 2000).

Finally, this online Canvas unit provides opportunities for students to make home-to-school connections by supporting parental involvement as email addresses can be added as “Observers”. Although parents cannot participate in learning activities, they can see exactly what their children are learning in class, in addition to their level of participation. This connection provides students with the support necessary to take these skills beyond their classroom environments. As the learning goal of this unit states, students will be able to utilize their online searching skills within the classroom, but also in other, real-life situations. Bransford calls attention to this vital skill set as he describes learning outside of an institution. He said, “in the human life span, the portion of time spent outside of school, and therefore a potential source of informal learning, would be over 90 percent” (Bransford, 2006). These informal learning opportunities require skills that can be taught by teachers, but must also be supported by parents as well. Barron also discusses this issue and says that many parents don't understand or won't try to understand that their child doesn't have to be just “hanging out” online. This “messing around” can actually be considered self-directed learning. Barron's research showed that if parents attempt to undertake these informal teaching roles, their child's social and academic development will increase. These research findings are inline with my belief that when young students leave the confines of a classroom – without parental support, they cannot fully utilize their skills. Again, working together cohesively can break barriers of traditional learning (Barron, 2009).

The following is a design principle chart, illustrating examples of learning with mobile technology. Specific guidelines are highlighted for implementing mobile technology into a third grade classroom based on elements of: authenticity, collaboration, personalization, organization, accessibility, and opportunities for home-to-school connections.



### Design principle chart

<b>Design guideline for incorporating iPads and a Canvas assignment into a Third Grade classroom</b>	<b>Strategies or resource to include in a mobile technology program supported by research literature and learning theory</b>
<ul style="list-style-type: none"> <li>Consider ubiquitous technology access before implementation (Gee, 2000)</li> </ul>	<ul style="list-style-type: none"> <li>Because of access restrictions, teacher will designate partners while using iPads. Settings will be adjusted before student use. Explicit content, App Store purchases, and Face Time will be disabled to prevent unwanted access.</li> </ul>
<ul style="list-style-type: none"> <li>Utilize mobile devices to improve digital literacy (Johnson, 2015)</li> </ul>	<ul style="list-style-type: none"> <li>Through formal and informal use, students will become familiar with iPads and Canvas LMS. During the assignment (We Can Choose the Right Site), students will improve a variety of digital literacy skills, including technological fluency and efficient online searching.</li> </ul>
<ul style="list-style-type: none"> <li>Give time to explore new mobile technology (Herrington et al, 2009)</li> </ul>	<ul style="list-style-type: none"> <li>Before mobile device and Canvas integration, students will spend time practicing how to use iPads, including careful handling, camera operation, browser usage, general settings, and accessing apps.</li> </ul>
<ul style="list-style-type: none"> <li>Provide guidance and support whenever and wherever necessary (Hemabala et al, 2012)</li> </ul>	<ul style="list-style-type: none"> <li>Before and during mobile device and Canvas integration, teacher will consistently model and guide appropriate use of iPads. Based on need, teacher will be able to re-teach or enrich the skills of individuals or groups of students.</li> </ul>
<ul style="list-style-type: none"> <li>Blend mobiles with traditional tools to create informal and formal learning opportunities (Zhang and Looi, 2011)</li> </ul>	<ul style="list-style-type: none"> <li>Students are encouraged to use paper notebooks to pre-design, brainstorm, and take notes throughout each activity. Specifically, students will have the option to use paper notebooks to begin and proceed through the writing process (Activity 3).</li> </ul>
<ul style="list-style-type: none"> <li>Use mobile learning spontaneously and in non traditional places (Herrington et al, 2009)</li> </ul>	<ul style="list-style-type: none"> <li>Typically untraditional for other content, students will use iPads to complete the entire Canvas assignment. This new-found mobile access provides opportunities to redesign traditional classroom environment's seating, teaching, and learning arrangements. During this lesson, students are encouraged to find their own space within the classroom to facilitate their learning. By the end, students will be able to use iPads spontaneously but purposefully, as they strengthen online searching skills.</li> </ul>

<ul style="list-style-type: none"> <li>Organize content so students can accurately follow material (consider a narrative format) (Parsons et al, 2007)</li> </ul>	<ul style="list-style-type: none"> <li>Content within the Canvas assignment is organized into a table. The table is separated into four easily identifiable “Activities”, each with specific headings. With ease, students can sequentially follow the activities and complete the associated numbered assignments contained within each row.</li> </ul>
<ul style="list-style-type: none"> <li>Strive to include three characteristics: authenticity, collaboration, and personalization (Kearney et al, 2012)</li> </ul>	<ul style="list-style-type: none"> <li>Content within the Canvas lesson is authentic and designed with the intention to improve student's online searching skills. Based on a relatable topic, small pets, the assignment is personalized to meet the diverse interests of younger learners. Assignments including a Discussion (Activity 4) and the embedded Web 2.0 tools Storify and Trello (Activities 1 &amp; 3), aid in developing students collaboration abilities.</li> </ul>
<ul style="list-style-type: none"> <li>Create lessons that allow for knowledge construction, not regurgitation (Jonassen, 1994)</li> </ul>	<ul style="list-style-type: none"> <li>During the Canvas assignment, students will learn how to perform an efficient online search in Activity 1. Activity 2 is scaffolded to provoke deeper thinking as students use iPads to explore two different websites (<a href="#">Guinea Pig Care</a> &amp; <a href="#">Before Adopting a Guinea Pig</a>). Using contextual skills, individual students will decide which one is the most reliable. Additionally, students will prove their competency by taking a short, informal assessment through Canvas.</li> </ul>
<ul style="list-style-type: none"> <li>Design lessons around contextualization instead of abstract instruction (Kearney et al, 2012)</li> </ul>	
<ul style="list-style-type: none"> <li>Provide more authentic experiences with activities that support learning through systematic, scaffolding (Falloon, 2013)</li> </ul>	
<ul style="list-style-type: none"> <li>Develop lessons with opportunities for personal connections (Kearney et al, 2012)</li> </ul>	<ul style="list-style-type: none"> <li>Students will work together cooperatively, without competition in the Canvas lesson (Activity 3). Students will use the embedded Storify tool to share a persuasive paragraph, showcasing the research-based information found online. Each can read and view other's work and opinions as they are posted directly within the assignment.</li> </ul>
<ul style="list-style-type: none"> <li>Design collaborative and</li> </ul>	<ul style="list-style-type: none"> <li>After searching for information about Guinea Pigs</li> </ul>

<p>social activities, without competition (Jonassen, 1994)</p>	<p>(Activity 1), students will collaborate to add to an interactive board on the tech tool, Trello. By adding new “cards”, students will create a list of commonly used keywords and trustworthy websites for other classmates to review and utilize.</p>
<ul style="list-style-type: none"> <li>• Include reflection as part of every lesson (Kearney et al, 2012)</li> </ul>	<ul style="list-style-type: none"> <li>• Reflective practices of the Canvas assignment (Activity 3) includes students answering a question about how their ideas of searching online have changed after participating in the lesson. In three sentences or less, students will post their opinions to a Canvas supported Discussion forum. Each will also provide feedback by commenting on two other classmates ideas.</li> </ul>
<ul style="list-style-type: none"> <li>• Show what reflection looks like through guided practice and reinforcement (Jonassen, 1994)</li> </ul>	
<ul style="list-style-type: none"> <li>• Allow time to clarify and synthesize the meaning of the content or idea (Kearney et al, 2012)</li> </ul>	<ul style="list-style-type: none"> <li>• Students may progress through the Canvas lesson at any pace, based on need and ability. Teachers will provide constant support and clarify content as necessary. There are no timers or due dates assigned so that students may feel success while acclimating to new devices and tools.</li> </ul>

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## Appendix A

### PSSA PERSUASIVE SCORING GUIDELINE

<b>4</b>	<b>FOCUS</b>	Sharp, distinct controlling point presented as a position and made convincing through a clear, thoughtful, and substantiated argument with evident awareness of task and audience.
	<b>CONTENT DEVELOPMENT</b>	Substantial, relevant, and illustrative content that demonstrates a clear understanding of the purpose. Thoroughly elaborated argument that includes a clear position consistently supported with precise and relevant evidence. Rhetorical (persuasive) strategies are evident.
	<b>ORGANIZATION</b>	Effective organizational strategies and structures, such as logical order and transitions, to develop a position supported with a purposeful presentation of content.
	<b>STYLE</b>	Precise control of language, stylistic techniques, and sentence structures that creates a consistent and effective tone.
<b>3</b>	<b>FOCUS</b>	Clear controlling point presented as a position and made convincing through a credible and substantiated argument with general awareness of task and audience.
	<b>CONTENT DEVELOPMENT</b>	Adequate, specific and/or illustrative content that demonstrates an understanding of the purpose. Sufficiently elaborated argument that includes a clear position supported with some relevant evidence. Rhetorical (persuasive) strategies may be evident.
	<b>ORGANIZATION</b>	Organizational strategies and structures, such as logical order and transitions, to develop a position supported with sufficient presentation of content.
	<b>STYLE</b>	Appropriate control of language, stylistic techniques, and sentence structures that creates a consistent tone.
<b>2</b>	<b>FOCUS</b>	Vague evidence of a controlling point presented as a position that may lack a credible and/or substantiated argument with an inconsistent awareness of task and audience.
	<b>CONTENT DEVELOPMENT</b>	Inadequate, vague content that demonstrates a weak understanding of the purpose. Insufficiently elaborated argument that includes an underdeveloped position supported with little evidence.
	<b>ORGANIZATION</b>	Inconsistent organizational strategies and structures, such as logical order and transitions, to develop a position with inadequate presentation of content.
	<b>STYLE</b>	Limited control of language and sentence structures that creates interference with tone.
<b>1</b>	<b>FOCUS</b>	Little or no evidence of a controlling point presented as a position that lacks a credible and/or substantiated argument with minimal awareness of task and audience.
	<b>CONTENT DEVELOPMENT</b>	Minimal evidence of content that demonstrates a lack of understanding of the purpose. Unelaborated argument that includes an undeveloped position supported with minimal or no evidence.
	<b>ORGANIZATION</b>	Little or no evidence of organizational strategies and structures, such as logical order and transitions, to develop a position with insufficient presentation of content.
	<b>STYLE</b>	Minimal control of language and sentence structures that creates an inconsistent tone.

Appendix B

CHOOSE YOUR KEYWORD

\_\_\_\_\_  
\_\_\_\_\_

**Using Keywords**

**Directions**

Do guinea pigs make good pets? You can search websites to find out. To search, you need keywords. Here is how to choose keywords.



**1. What do you want to find out? Write a question.**

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

**2. Circle the important words in your question.  
Write them below. These are your keywords.**

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

**Use Common Sense!**

Try more than one keyword to get better search results.





## Appendix C

**Is this website trustworthy?**

Follow the guidelines below to see if your site meets the requirements.

<b>Does the site look trustworthy and professional?</b> <ul style="list-style-type: none"> <li>• Is there a logo or identification symbol?</li> </ul>	
<b>Who is the publisher?</b> <ul style="list-style-type: none"> <li>• Is it fact checked or verified to be true?</li> <li>• Check the url suffix (website address ending) (.gov = government, .edu = education)</li> </ul>	
<b>Who is the author?</b> <ul style="list-style-type: none"> <li>• Who wrote it? If you are unsure, search for more about them.</li> </ul>	
<b>Is the source biased?</b> <ul style="list-style-type: none"> <li>• Is it someone's opinion or blog?</li> <li>• Check for an "About Us" link for more info.</li> </ul>	
<b>Is the source in depth?</b> <ul style="list-style-type: none"> <li>• Did they link to any other resources or where they got their information?</li> </ul>	
<b>Is the source accurate?</b> <ul style="list-style-type: none"> <li>• Look up the same information on another site to check for matching details.</li> </ul>	
<b>Is the source up to date?</b> <ul style="list-style-type: none"> <li>• Make sure the information isn't too old.</li> <li>• Watch out for broken links or "link rot".</li> </ul>	