

## **Updates- 4/12**

### **Technology-**

One of the challenges that I have encountered in integrating technology in the curriculum is using the Ipads in the classroom. Students are ready to use the ipads and create videos, but they cannot save their work, other times they are blocked from using certain virtual labs because flash is not built in the ipad itself . After 4-5 students have used the same I-pad most of the work is erased. the other factor is the time constraint. Science classes are only 45 min long. This means a simple activity can take up to 3 days to do instead of 1 hour long. I continued to use socrative for informative and summative assessment and this has facilitated a fast and effective way of evaluating what students are gaining or not from the concepts expected to learn

### **Curriculum-**

In my quest for making science more relevant to my students I'm currently exploring the concepts of cell biology, diseases and viruses in the last quarter. One of the most exciting part of this semester is to incorporate the book " Planet of Viruses " by Carl Zimmer to my curriculum. It was one of my highlights in all the assignments for the Dream it project and I will like for students to incorporate technology into their final product. I'm currently having students learned about the different mechanism that viruses use to multiply and what the history of transmission and resistance has been for these viruses . Ultimately I want for students to create 3D models of their own viruses using TinkerCad as well as creating a profile of the virus based on the scientific terms and processes they have learned about viruses. By providing students with more relevant videos and allowing them to compare what they do in the classroom to what scientists do in the field, students find more meaning in the concepts they are learning.

### **Pedagogy-**

While teaching the Unit on Cell Biology and Diseases, students expectations have changed towards completion of final projects. I noticed that more students are making suggestions about the format of the projects and often requested to make videos instead of paper pencil products. For example, after researching a disease of their choice students were asked to write a Public Service Announcement in a form of a cartoon strip to informed the community about a particular disease, prevention, and treatments. Students were excited to

jump to other suggestions and requested instead for them to make a video instead of the comic strip. I find myself thinking how students more easily gravitate towards completing product via technology tools than paper.

### **Responsibilities**

Leadership Roles- I'm currently growing the garden with a group of students. Some of the beds need repairs and the irrigation system is currently broken. To find ways to grow this garden on time, I need to network with organizations that would like to volunteer to help us this season and repair the garden. It is a difficult task but a rewarding one.

In the meantime I completed a needs assessment from teachers and I'm working with colleagues to make suggestions in creating the budget for next year.