Tammy Block
CET 765
Mentor-Mentee Project

Mentor: Tammy Block   **Mentee:** Mrs. Jessica Lamb, HS Sped Teacher

Tammy's Project: Teaching how to integrate Photo Story and PowerPoint into the HS Special Education Transition Curriculum.

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February 1, 2010
I'm excited about Jessica agreeing to do this project with me. She has a great unit that she has compiled; integrating technology into it will only make it better.

February 2, 2010
Read module 3; decide what forms of technology can be integrated
       After reading through Jessica's unit I think power point and photo story would be good technology software choices.

February 5, 2010
Load Photo Story Software; gather materials and form lesson plan for our learning session; topics to cover, order to introduce, and how to present material

       February 12, 2010
       Photo Story software was loaded.
       I formulated a lesson plan and gathered information for technology integration.

       February 15, 2020 (3:30-4:00pm)
       1. Show Jessica my Photo Story.
       2. Create Photo Story folder in Jessica's network folder.
       3. Add pictures to photo story folder. (Jessica's family, friends, pets, etc)
         *Jessica will scan her pictures so they are ready for our first lesson.
       4. Provide Jessica with class photo story handout, this can be our guide and future reference.

February 17, 2010 (8:40am – 9:10am)
First Photo Story lesson with Jessica
       *Jessica and I briefly looked at the Photo Story software and talked about ways she may incorporate it into her special education classroom. Discussed similarities and differences between power point and photo story.

February 18, 2010 (8:40-10:00am)
First Photo Story lesson with Jessica; she will bring pictures, I will bring headset for narration.

        *This first lesson went extremely well! Jessica created a Photo Story complete with narration and music about her family. She is very excited to incorporate this photo story into her unit and is talking about ways to use this software in her other classes.

        *We both were starting to wonder if this first class was going to happen. We've had to postpone it 3 different times due to weather complications.

February 22, 2010 (8:50-9:55am)
Co-teach w/ Jessica on how to create a Photo Story.

        This went really well! Jessica did an outstanding job of teaching the photo story software to her special education students. All of her students were attentive and excited to try the software on their own. The first step we had the students do was create a Photo Story folder in their home directories.

        The unit Jessica is working on with her students is "What Do You Want Out of Life?" The students already had determined their job, knew what education was required, and knew what their anticipated salary might be. Jessica had the students make their list of things they will want as adults; nice car, good house, pool table, etc. Then we helped the students find pictures of these items, some pictures were scanned and others were found online. All of the photos were saved into the Photo Story folder. Jessica demonstrated to the students how to import their pictures and put them into their desired order. She also STRESSED the importance of saving!

        That was all we had time for. Tomorrow we will have the students write up their narrations and narrate their stories.

Slowed Progress: Sizing and resizing pictures!
Comments: Thank goodness for the Promethean Board, helped to keep everyone in the same spot!

February 23, 2010 (8:50-9:55am)
Co-Teach 2nd Half of Photo Story Lesson

        Jessica had assigned her students to write a couple of sentences explaining why they wanted their items and how they were going to pay for them. This was a great idea since her students typing skills were rather slow. As each student finished typing, we assisted the students with narration part. This took longer than expected, but we only had my headset w/ microphone to work with. As one student finished the narration portion, we individually showed the students how to incorporate the background music. The students weren't all that impressed with the available music choices, but Jessica explained the copyright issues and they all seemed to be ok with the available choices then.

        The students are very proud of their Photo Stories, it will be fun watch them and listen to their explanations.

Slowed Progress: Only one headset with microphone. Requisition for next year.
                Needing to listen to all of the music choices. ☺

February 24, 2010 (8:50-9:30am)
Observe the Photo Stories the students create

Success!! Mrs. Lamb's students created some really nice Photo Stories. They all commented on how easy the software was to work with. The students found great pictures for their photo stories, almost all of the students chose to add an intro and ending placeholder. Mrs. Lamb required her students to each have seven slides; all but one had eleven! The students probably enjoyed adding the music the most; all used the music provided on the computer 'so they wouldn't get into trouble'. (Mrs. Lamb had explained to them the importance of copyright issues.) There was a lot of giggling as they listened to the classical music, but the students were impressed on how well the music added that extra touch to their project...even though it wasn't hard rock! Each student proudly displayed and narrated their Photo Story on the 'Big Screen' (Promethean Board) in front of the rest of the class! This was a great culminating activity for Mrs. Lamb's unit. There was one student's project we didn't get to view today, we'll watch it tomorrow.

Mrs. Lamb made a note in her lesson...Photo Story was successful!! ☺

March 1, 2010 (3:30-4:40pm)
Introduction of power point

Mrs. Lamb said that she had used PowerPoint in a workshop once, but hadn't thought about it since. Together we went through the basics of power point and created a short slide show using the pictures she had saved from her Photo Story project.

I showed her how to advance the slide show by clicking the mouse and then we set timings so it would go automatically. We also worked with her pictures. I explained that pulling the corners easily resizes but pulling the tabs on the sides distorts the pictures. We also looked at the different options of printing her slide show. Mrs. Lamb was interested in the ability to print the notes option.

Comments: Mrs. Lamb thinks this software will be a nice addition to her unit. She said that choosing backgrounds has the potential of being distracting for her students.

However, she is worried about being able to remember which tab on the toolbar has the functions that she or her students will want.

March 3, 2010 (8:50-9:55am)
Co-teach power point w/ Jessica

I enjoyed today so much! Being able to teach with Mrs. Lamb made me realize just how much I miss the computer classroom. Mrs. Lamb's students had a variety of experience with Power Point; none to being familiar.

Mrs. Lamb showed the students how to create new slides, add backgrounds, stretch and move textboxes, and change the color and size of the font. Once all the students had three slides, complete with titles and a short description, I demonstrated how to add clipart and a picture that was saved in their network file. This seemed to be enough for the students, they just wanted to play. We saved the powerpoint in their network drive. Mrs. Lamb made the students aware of the difference between the powerpoint icon and the word icon so they would know what to look for tomorrow.

Mrs. Lamb requested another day of teaching together to show the students about slide

transition and animation. I can't wait!
Comments: Mrs. Lamb said she was thankful for her Promethean Board as it was a great means of showing her students where different things were located in the toolbars.

March 5, 2010 (8:50-9:55am)
Co-Teach PP - Slide Transition & Animation
      The students and Mrs. Lamb really enjoyed adding animation to their clip art and photos. They had their pictures twirling, checkerboarding, and sliding every direction possible. After the students were able to feel confident with the animation portion, I demonstrated how to apply slide transitions. Before applying any transitions, I had one student ask me what the word transition ment for sure. After a short explanation, the students were nodding and seemed ready to try applying transitions. This part caught their full attention; it was so quiet in the room as they experimented with all the different transitions on their slides.
      Mrs. Lamb reminded the students about the importance of saving their work. She asked them how they would feel after creating their project only to have it all disappear?! All of the students were extra careful to save to their power point into their network files!
      I'm glad Mrs. Lamb suggested that we break up our co-teaching for two reasons. First of all, it would have been information overload for her students, especially since there was such a wide range of ability levels. Second of all, I was able to work with Mrs. Lamb and her students for a second day!
      We decided to move the power point slide showing day back as Mrs. Lamb wants to cover additional material and create a rubric with her students before giving them their power point assignment.
Slowed Progress: Students wanting to animate everything!

March 17, 2010 (8:50-9:30am)
Observe power points created by students
      I am so impressed with Mrs. Lamb; she really took off with the powerpoint software! Her students had some really nice slide shows; she highly encouraged her students to have their slide show advance automatically.
Comment: Mrs. Lamb said that she appreciated learning powerpoint; because it really wasn't too hard once being shown. She did admit that she still has trouble remembering which tab on the toolbar has the different functions.

March 18, 2010 (8:50-9:20am)
Observe power points created by students
      Viewing the student career powerpoint presentations took two class periods; yesterday and today. Mrs. Lamb's students did a great job creating their presentations! Each student introduced their 'dream' career and then showed their powerpoint presentation. Every student was able to make their powerpoint advance automatically; this was a really important accomplishment for them. Some of the powerpoints were really busy; there were animations on every slide! Mrs. Lamb's students beamed with pride at the conclusion of their presentations; they even asked if they could make another presentation!
      Mrs. Lamb decided that next year when she uses this activity she is going to put a limit

on the number of animations per slide. I was relieved and happy to learn that Mrs. Lamb didn't feel overwhelmed by incorporating the new technologies into her lessons. In fact she plans to try and integrate powerpoints into additional lessons. Mrs. Lamb said her students displayed way more excitement with the powerpoint assignment than when she has had them make posters. **Comment:** Mrs. Lamb thanked me for taking the time to show her how to use both PhotoStory and Power Point. She said that she feels like her lessons are going to feel new and fun for her students!

Final Thoughts: Mrs. Lamb was great to work with! She said she has always wanted to add some 'spice' to her Transistions Class but didn't have the time to try and teach herself how to use powerpoint; the Photo Story software was just a bonus as she was unaware of what it was. Because I am the tech person at our school, I was able to load the Photo Story software so that we could use it when it was convenient for us; no waiting on someone else's schedule. Since the frustration level of learning new technology was kept at a minimum, I believe Mrs. Lamb will continue to use both software titles and maybe even incorporate them into her other classes. I'm glad I had this opportunity to work with Mrs. Lamb and her students; it was fun to see their excitement with the two projects.