1. Please provide the Scenario you created. One of the third grade teachers is concerned about a non-verbal autistic student in her classroom. The students are working on book reviews and summaries that they will present to the class and the teacher wants to find a way to include this student’s presentation. He works with an iPad as his method of communication but using that for the presentation may create too much stress and cause the student problems. Also, she would like to find a way to include him that does not single him out.
2. What is the learning objective or goal for the Scenario? The objective of the scenario is for all students to be able to present to their class regardless of verbal ability.
3. In regard to the Scenario specifically, describe the process required to accomplish the learning objective or goal. First, I need to understand what the teacher expects as an outcome from the project. Then, I need to research the specifics of the student’s needs to determine what criteria should be used to judge the appropriateness of the various available tools. After identifying a potential tool, I must go back and present it to the teacher and specialists for their acceptance. The staff then needs to be trained so they can help support student learning. The students would then have a training which would be the first step of their project. Students would then use additional class time to complete their project. For the non-verbal student with the 1:1 paraprofessional, his training and class work would be done according to the systems set up by the specialists which would include having the paraprofessional scribe for him from responses he has made either through physical selection (point to your favorite book) or through the iPad communication system in place.
4. In regard to the Scenario specifically, identify the points of collaboration with others that were required in order to meet the learning objective or goal?  How will you make those connections? The first step of the collaboration is the discussion with the third grade teacher asking for help. I need to clarify with her what the objectives of the lesson are and her expectations of the outcomes. After this conversation would follow a conversation with the special education teacher (case-manager) and the autism specialist about what the student is capable of accomplishing. Having the paraprofessional included in the conversation would be helpful since he/she is the one who will ultimately be responsible for assisting to make the outcome happen. Then I need to see what Web 2.0 tool would fit for this student and then how to adapt it (if necessary) for all students to use. Going back to the original teacher, I need to check with her and see how she feels about the tool and outcomes. After discussion, I need to make sure the tool is available, booking resources and establishing accounts as needed. I then need to train the teacher and paraprofessional in the use of the tool, creating some samples for the students to have. Bringing the students down to the computer lab would allow me to demonstrate how to complete the project through the students creating a mock project for them to work from back in the classroom. I need to be available for support when they are working in the classroom and when the 1:1 paraprofessional is working on the project with her student. I should plan to be at the viewings to show encouragement and share in the celebrations.
5. How does the use of the Web 2.0 tool you chose accomplish the learning objective or goal? Voki allows the student working with his 1:1 paraprofessional to create a presentation that can be played for the whole class. This presentation does not require his physical presence so he can be in the classroom while things are going well and return to or stay in his space if things go south. The tool is also available for all students in the class to use thereby helping this special student to be seen as just another member of the class. This tool would also help the shy student or the student who may be uncomfortable speaking in front of others and our ESL kids would be successful as well.
6. Reflect on your personal learning for this week.

This assignment was difficult as I couldn’t think of a scenario easily. My role models of teaching, Library Media Specialist, and Technology Integrator at my kids’ school work through these collaborations seamlessly and everything just falls into place so I never even questioned what conversation started the whole thing. It was also difficult because quite often I see teachers learning and then doing without involving the LMS or TI unless there are specific problems. Another point of difficulty is that I couldn’t use a tool I’d already used and the projects I would have shared, while quite different in task, used a common tool so I had to go back to the drawing board.

I finally decided to look at a tool, VOKI, and from that created a scenario. This is usually how I do things – I learn about something from a webinar or by accident and then share it with others that I think might be able to use or benefit from it. I remembered a student that worked with a fellow paraprofessional while I was working as a paraprofessional and designed this scenario with him in mind. As I reflect though, the thought comes to mind that this project and tool would benefit more than just the non-verbal autistic student. It would help with any speech students who may feel self-conscious speaking in front of a group and the ESL teacher could work on sentence structure with his/her pullout students and then they could hear how the language should sound. There are several ways to get the voice on there: record from a phone (which would work for home-bound students), text-to-speech (for non-verbal or speech-challenged students), record from microphone, and uploaded audio files. The uploaded audio files could be done outside of class and done with other audio programs like Audacity. Because kids get to do the voice ahead of time, they can practice and rerecord until they think it is their best work and then present it to the class feeling confident that the presentation will be exactly what they want to put out there – nothing forgotten, no stumbled on words, no awkward silences! Another benefit of the pre-recording comes for those students that due to behavior challenges may not be spending time in the classroom during the preparation or the presentations. Being able to record at a time that the behaviors are in control and then being able to share even when not in the classroom opens the door to compliments from classmates and a sense of being part of the class even when he/she is too challenged to be physically there. It is wonderful to see a student smile with pride when a classmate has remarked positively about work they have done!

For students that are interested in mythology and fantasy, teachers could mention the origins of the name “VOKI” which “is a combination of the words “vox” and “Loki”. “Vox” is the Latin term for voice. Loki is a Norse god from Norse mythology. Loki is a trickster who has the ability to change his shape. Fitting name since Voki gives students and teachers the ability to change the character’s appearance and add a voice!” (<http://www.voki.com/about_voki.php>.)

I used the free VOKI which would require students to register. If using in a classroom, there is a VOKI Classroom available for a nominal fee that provides lots of management options along with students not needing to register. It even allows for lesson planning and publishing student work on a webpage that can be set to private.

I think this scenario is natural for me. When I work (in any capacity) with students, I try to find ways to ensure a positive experience for every ability and I think using VOKI is a way to do that with short presentations by students to their classmates. I think next week I will have my 4th and 5th graders during afterschool program “become a local building” through VOKI after they do some research and see if their fellow afterschoolers can tell what building they are representing!