

## Six Ways to Integrate Technology in Brain Compatible Ways Compiled by Sherah B. Carr, Ph.D. ©2004



- Enrichment
- Problem solving
- Simulations – Web Quests

### Group 1 - Central Processing Unit (CPU)

#### Your group's job is to show:

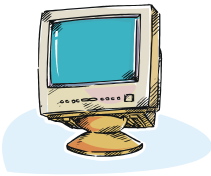
How can technology provide enrichment, problem solving and simulation situations?  
What are web quests? How do they provide brain compatible learning?  
Find some examples of simulations for students.  
Show and explain at least one web quest and how it can support student learning.

#### To get you started review some of these web sites:

The Web Quest Page - <http://webquest.sdsu.edu/>

Digital Frog Dissection - <http://curry.edschool.virginia.edu/go/frog/>

Virtual Roller Coaster - <http://www.funderstanding.com/k12/coaster/>



- Visual stimulation
- Pictorial representation
- Graphic organizers

### Group 2 - Monitor

#### Your group's job is to show:

How can technology provide visual stimulation, pictorial representation and graphic organizers?

What is the program Inspiration or Kidspiration?

How do graphic organizers help memory and learning?

Show and explain at least one or two examples of how these software programs can support student learning.

#### To get you started review some of these web sites:

The Graphic Organizer - <http://www.graphic.org>

Inspiration - <http://www.engagingminds.com/>

KidPix software - <http://www.kidpix.com/>



- Feedback
- Research – Information Literacy
- Contacts outside the classroom

### **Group 3 - Keyboard**

#### **Your group's job is to show:**

How can technology provide feedback, stimulate information literacy and give opportunities for contacts outside the walls of the classroom?

Show and explain at least one or two examples of how these activities support student learning.

#### **To get you started review some of these web sites:**

Immediate feedback with basic skills practice: <http://www.aaamath.com/>

All you would ever want to know about information literacy.... How can we teach students about evaluating what they read on the Internet? See this web site: <http://www.school-libraries.org/resources/literacy.html>

Check out e-pals: <http://www.epals.com/>

This site connects over 4.6 million students and educators in 191 countries for classroom-to-classroom projects and cross-cultural learning in the world's largest online classroom community.



- Tactile learning
- Interactivity
- Animation learning

### **Group 4 - Mouse**

#### **Your group's job is to be able to explain:**

How can technology provide tactile learning, interactivity and learning by the creation of animations?

Show and explain at least one or two examples of how these activities support student learning.

#### **To get you started review some of these technology samples:**

See animated PowerPoint projects on the Skill Focused Technology CD – How does the creation of these animations help students retain the content.

Tactile learning through the use of a mouse – See [Just Grandma & Me](#) interactive storybook

Crocodile Chemistry - A complete virtual chemistry lab.

<http://www.crocodile-clips.com/crocodile/chemistry/index.htm>



- Written output
- Writing/word processing
- Editing process
- Project presentations

### **Group 5 - Printer**

**Your group's job is to be able to explain:**

How can technology provide brain compatible learning through the use of computer generated writing and editing?

How can computer presentations help with information retention and authentic assessment of learning?

Show and explain at least one or two examples of how these activities support student learning.

**To get you started review some of these technology samples:**

How word processing helps the student writer:

<http://www.bw.k12.ri.us/literacy/wordprocessing.htm>

Ideas for integrating word processing into curriculum

[http://www.intranet.nwoet.org/donna/wp\\_integration\\_idea.pdf](http://www.intranet.nwoet.org/donna/wp_integration_idea.pdf)

Student project based computer presentations

See Tammy's Technology Tips for Teachers -

<http://www.essdack.org/tips/http://www.essdack.org/tips/>



- Real life connections
- Authentic content
- Vocabulary development

### **Group 6 - Digital Camera**

**Your group's job is to be able to explain:**

How can technology provide real life connections and authentic content through the use of digital photos and first person accounts?

How can digital photos be used for vocabulary development or help for ESOL students?

Show and explain at least one or two examples of how these activities support student learning.

**To get you started review some of the following information:**

Using Digital Cameras in the Classroom

<http://www.kannapolis.k12.nc.us/Schools/CentralOffice/digicam.htm>

Library of Congress American Memory - <http://lcweb2.loc.gov/ammem/ammemhome.html>

Primary source documents including photographs, audio recordings, letters, and statistics.