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Assignment 1

TASK 1

Time Graphics is a web based technology that can be used for work, pleasure, or educational purposes and can be accessed through www.time.graphics. This piece of technology allows users to create free digital timelines for the past, present, and future. The site has also been acknowledged for its educational uses for school libraries and was awarded the 2018 The Best Website for Teaching and Learning Award from the American Association of School Libraries. Although users will need to create a login to access this site, to use it is free. Once users are logged in, they can use the easy to follow interface by exploring the site to create a timeline by using the widgets that appear. One of these widgets unlocks Google Services that are integrated within the site. Images, videos, and even maps can be attached to an event that allows users to click on links once a timeline is completed. There are other strengths to this site, along with weaknesses, and special features. The following list includes TimeGraphics's strengths, weaknesses, and special features.

Strengths

- Free to use
- Allows users to input information/events by specific dates including days, months, and years of the past, present, and future.
- This piece of technology is not strictly limited to creating historical timelines, this can also be used for business plans along with visually showing statistics. As well as showing increases of percentages over time.
- Allows users to attach photos, videos, and maps to each event that is created.
- Timeline can be printed or saved.

Weaknesses

- After completing the Sign Up process, there is a very brief 5 step click through video that shows how to use the website.
- Although, Google Services are integrated into TimeGraphics to allow different functions, it only uses Google and no other business or applications.

Special Features

- Google Services are integrated within TimeGraphics so users can use Google Spreadsheet, Calendar, etc.
- Allows users to modify the view of the timeline by providing a contrast button to make it easier for the user to see

TASK 2

Activity 1 – Historical Timeline

This activity falls within the Social Studies of the Common Core Curriculum at the Intermediate or Middle School level. As a result, students will be able to think historical and use skills to understand a time period and other different timelines of either individuals or societies that fall within that time period. This collaborative activity will include assistance from the Social Studies Teacher along with the Librarian to make this a success. The Teacher will present students with a certain time period while the Librarian will teach and assist students with gathering accurate historical information to use in their timeline along with using the technology, TimeGraphics. This piece of technology will play a crucial role in students learning on several levels. Students will be able to apply these learning skills not only to individuals and societies but also government and economic developments as well. This activity also stresses AASL Competency and Standards that students will gain by participating in this activity. According to the AASL Standards Framework, “students will adapt, communicate, and exchange learning products with others in a cycle that includes acting on feedback to improve in 1.C.3” by gaining feedback throughout this activity (AASL Standards Framework, 2018). This activity also relates to the Ohio Learning Standards by focusing on “chronologic view of development of the United States” (2018). By completing a timeline, students will visually see the chronologic points in history to understand developments within history.

The activity, Historical Timeline is simply what its name suggests. After being assigned a specific time period of history, students will visit the library in order to learn about how to gather historical information for their timeline. Once students have researched and discovered points in history that should be highlighted in their timeline will then visit the library once again to learn how to use the technology, TimeGraphics in order to create their timeline for their time period. However, if the Teacher or the Librarian should experience any time constraints, a video tutorial can be created and then given to students to view at home. This flipped classroom technique can also be beneficial because students can come to class prepared to ask questions to clarify how to create their timeline if any should arise. In either case, this activity will be an active learning experience compared to a passive one where students will not receive any feedback. Students will gain a hands-on learning experience that will not just take place in the classroom but also in the library. They will be engaging with both their Teacher and School Librarian and will receive feedback on every step of the process of their assignment. This feedback will be given throughout their assigned time period, gathering information in the Library, and even through the trial and error process of learning how to use TimeGraphics. In conclusion, not only with this digital technology but with others will continue to spark inquiry by encouraging students to discover an interest within the topic they are focusing on. This technology also gets students to engage in other hands on learning. Students will also engage in “acknowledging authorship and the intellectual property of others” by using the VI.B.2 Standard Framework (2018). Through these interactive formats such as technology, students can learn at all different spectrums by helping eliminate gaps for students to fall behind in school with these unique formats.

ACTIVITY 2 – Following Events

This activity falls within the English Language Arts of the Common Core at the Intermediate or Middle School level. As a result, students will be able to recognize patterns of events that characters, or persons haven taken in either a fiction or non-fiction work. Although, this activity does not require a collaboration it can be modified to do so based on the need of the Students, Teacher, or Librarian. Students will first come to the Library in order to select a non-fiction or fiction work at their appropriate reading level in order to create a timeline of the character's or person's events that have taken place. By using the technology, TimeGraphics students will be able to apply visually what events have taken place in the character's life. By using both text and visuals to express the pattern of events that allow reading/writing, kinesthetic and visual learners to learn at a higher rate. Once students have finished creating their timeline, will then present their creations to class, which can be done by dressing up as the character or person from their work or presenting out a scene from their work. This activity relates both to the Ohio Learning Standards along with the AASL Framework. By completing this activity students can understand and "describe the relationship between illustrations and the story in which they appear" according to RL.K.7 in Ohio Learning Standards (2017). While under section I.C.I of the AASL Framework students will, "interact with content presented by others" (2018). This interaction takes place when students present their timeline and character in front of their peers.

The activity, Following Events focuses either on a non-fiction or fiction work on a character or person that will allow students to select events within that character's or person's life to create a timeline. Students will come to the library to select a work at their reading level that focuses on a character or a person and events in their life. Once students select their work and research their character or person, they will come to the library to learn about TimeGraphics to create their timeline. However, depending on time constraints, a video tutorial can be created and then given to students to view at home. This flipped classroom technique can also be beneficial because students can come to class prepared to ask questions to clarify how to create their timeline if any should arise. This activity will be an active learning experience compared to a passive one where students will not receive any feedback. Students will be engaging directly with the School Librarian however, they are not only limited to the Librarian. They can also ask for guidance from their Language Arts Teacher as well. Feedback will be given to students throughout the whole process including selection of their work, gathering their events of the character or person in the Library, and even through the trial and error process of learning how to use TimeGraphics. This consist feedback is an important competency, which is highlighted under section V.D.3, which states, "Open-Mindedly accepting feedback for positive and constructive growth" (AASL Framework, 2018). In conclusion, not only with this digital technology but with others will continue to spark student's inquiries through learning to "personalize their use of information" as stated in the ASSL Framework under section VI.D.1. (2018). Through these interactive formats such as technology, students can learn at all different spectrums by helping eliminate gaps for students to fall behind in school with these unique formats.

References

American Association of School Librarians. (2018). ASSL Standards Framework for Learners. Retrieved from <https://standards.aasl.org/wp-content/uploads/2017/11/AASL-Standards-Framework-for-Learners-pamphlet.pdf>.

Ohio Department of Education. (2018). Ohio's Learning Standards. Retrieved from <http://education.ohio.gov/Topics/Learning-in-Ohio/OLS-Graphic-Sections/Learning-Standards>.