

## Enhancing Technology Tools with Collaborative Strategy Suggestions

Combining the use of technology tools with opportunities for collaboration helps increase student active engagement during lessons. The lesson suggestions below support the Maryland and DC Technology Standards and the Maryland Health and Safety Best Practices in a number of ways including:

- Communicating clearly with others
- Limiting time on devices
- Including opportunities for active learning
- Incorporating both on and offline academic discourse opportunities
- Using digital tools to construct meaning

<b>Padlet or Whiteboard.com</b>	
<b>Lesson Purpose: Brainstorming Ideas</b>	<b>Discourse Strategy: 5-3-1</b>
<p><b>Strategy Description</b></p> <ul style="list-style-type: none"> <li>● Students independently brainstorm ideas using the “post-it notes” on the digital tool</li> <li>● They review the ideas and identify their top five choices by “liking” them.</li> <li>● In small groups, students discuss the ideas and select their top three, adding a comment for each in the digital tool.</li> <li>● Individually students review all group feedback, choose the idea they feel is the strongest, and explain their reasoning in writing (digitally or on paper).</li> </ul>	

<b>Kahoot</b>	
<b>Lesson Purpose: Content Review</b>	<b>Discourse Strategy: 1 Device, Many Voices</b>
<p><b>Strategy Description</b></p> <ul style="list-style-type: none"> <li>● The teacher creates a Kahoot with higher-order thinking questions and sets the timer for 2–4 minutes to allow for team discussion. Questions build toward a final question aligned to the lesson's essential learning.</li> <li>● Students work in teams of 2–4, sharing one device, and discuss each question before submitting an answer.</li> <li>● After the game, teams identify five key words for the final response. Students then independently use those words to answer the question, digitally or on paper.</li> </ul>	

<b>Nearpod Polling Tool and Collaboration Board</b>	
<b>Lesson Purpose: Sharing Opinions/Ideas</b>	<b>Discourse Strategy: Four Corners</b>
<p><b>Strategy Description</b></p> <ul style="list-style-type: none"> <li>● The teacher uses the Nearpod polling tool to present four response options (such as best evidence, descriptive words, or supporting quotes).</li> <li>● Students vote, then move to a corner with classmates who made the same selection to discuss their reasoning. Groups share their thoughts with the class.</li> <li>● Individually, students use the Nearpod Collaboration Board to explain and refine their response based on the group discussion.</li> </ul>	

### NowComment

**Lesson Purpose: Marking/Annotating Text**

**Discourse Strategy: Save the Last Word**

#### Strategy Description

- The teacher shares a text and question in NowComment, with one shared copy per group.
- Students independently read the text and highlight evidence that best answers the question.
- In groups of 3–4, each student shares their highlighted passage. Group members explain why they think it was selected before the student shares their reasoning. The group then adds a comment explaining how the evidence supports the answer. This process is repeated for each group member.
- Individually, students use the group's annotations to write a response, digitally or on paper.

### Canvas Studio or Edpuzzle

**Lesson Purpose: Processing information**

**Discourse Strategy: Magnet Summary**

#### Strategy Description

- The teacher uses Canvas Studio or Edpuzzle to present a video with pauses every few minutes.
- Students watch the video on their own device and at each pause, work in small groups to identify and record 2–3 key words.
- After the video, groups select the 5–7 most important words.
- Individually, students use the words selected to summarize the video, digitally or on paper.

### Google Slides or Miro

**Lesson Purpose: Organizing/Processing Information**

**Discourse Strategy: Card Sort**

#### Strategy Description

- The teacher shares a Google Slides or Miro document with movable word or phrase cards, giving each group its own copy.
- Groups organize the cards into categories, label each category, and share one category heading with the class.
- Groups use the information shared by others to make changes to their categories.
- Individually, students add a comment or text box explaining why one category supports the lesson content.

### Kami

**Lesson Purpose: Processing Information**

**Discourse Strategy: Carousel Brainstorm**

#### Strategy Description

- The teacher shares a Kami document with 4–5 prompts related to a learning experience (e.g., text, video, simulation, experiment, or lecture).
- Groups rotate through the prompts, adding ideas and commenting on others' responses using Kami's different response options.
- After completing all prompts, they return to their first and select the three most important ideas.
- Individually, students use those ideas to respond to the prompt.