Backward Design Template

What content based problem do you see in your students that you would you like to address?	**What is the transformation in understanding that you would like to see in your students?**
The issue I would like to address is how to implement a new class and make it interactive to the class. We will be studying topics like migration, population, and political geography, and though these topics are certainly relevant in the news the students may not feel connected to these issues. The problem I will have to solve is how to introduce these topics to the class and have them feel that not only are they important that they affect them as citizens of a global world.	Though elements of geography have been discussed and integrated into our social studies classes, there is no specific class that contemplates geography as the primary target. Essentially, their knowledge of geography comes down to understanding topics and memorizing the position of concepts to further their historical knowledge of a place or event. It will be my task to have them understand that geography is interactive and they interact with it on a daily basis.

What skills or understandings do you want your students to have as a result of the technology integration you propose?	**What questions will be used to frame this area of content (unit questions or big ideas)?**
Through this grant I hope to supply the class with a set of iPods and turn this course into a completely digital community. This is central to my DreamIT project because for students to feel like they are interacting and integrated into a global discussion they must feel connected. Through informal searches and research I have discovered a multitude of iPad applications that could allow my students to feel like they are on top of the current information we are discussing. In some way students must feel a strong connection to the content, whether it be a field trip or the ability to read and discuss the topic in the moment.	1. How do humans interact with geographic environment around them? 2. How does population influence a community, region, country, or continent? 3. What are the causes/effects of migration on a community, region, country, or continent? 4. How can politicals shape both the human and physical aspects of geography?

Determine Acceptable Evidence

What technology seems best suited for your problem? What this is the best as opposed to other options?

I believe that for my specific goal, iPads would be the most appropriate and the most convenient tool for this class. Due to the integration of many free apps in the area of geography students will be able to use many functions and mediums to complete tasks and assessments in class. Also, the ability to easily share information and have it readily mobile offers a distinct advantage.

The use of laptops may not be cost effective and are less likely to support the applications that I would like to implement in class. Certainly students will still be able to use their laptops in class, however the ability to transfer information from their iPad to their laptop also makes the iPad a more valuable tool.

What pedagogies do you think will work best given your choice of content and technologies? Why this choice over others?

I think the best teaching strategies always revolve around introducing and making the students comfortable with the content before bringing in aspects of the technology. My first goal would be to go over some basic geography concepts, understand how they work, and have them physically work with concepts like latitude, longitude, scale, and projection. Once these tasks have been taught, I will then introduce these concepts that will live through applications on their iPad and see how they use this tool to enhance their understanding. For each new concept this would be the approach I take.

I think if you implement the content simultaneously with the technology the skills that you want them to focus on will not be properly considered and therefore complete understanding based on the assessments goals will not be reached.

How will you measure the impact of your technology integration on student learning (Surveys, interviews, observations, assessments, etc.)

I think that through the combinations of surveys, observations, and assessments you will get a more holistic understanding of how the technology helped the students better understand the content. Through observation during independent work you will be able to guide certain students along the proper path and seek feedback from students who have a firm grasp on the topic. After finished products on assessments are submitted, I will be able to assess the level of performance on understanding content and balancing technology integration. In future assessments I will be able to adjust as necessary. Finally, at the end of assessments and terms finding out information about how the technology helped them understand content will be useful so that I can integrate more work of this kind or change certain topics if the response is not positive.