

Answers to Chapter 7: Comprehension Questions

1. *Consider the academic games you use to keep students engaged in your own classroom. Brainstorm ways in which these games could be enhanced with technology.*

Answers will vary because each classroom is unique. However, certain technology tools can be used to enhance a wide range of games. Use a random group generator to divide students into teams, or use a random name generator to select one student to answer a question for *Jeopardy!*-style games. If the game requires students to be organized in teams, use a random number generator to select a spokesperson or relay racer from each team. To illustrate, with groups of four, assign each student in the group a number from 1 through 4. Program the random number generator to only select numbers within the 1 through 4 range. If the generator selects the number 3, the three from each group must act as his or her team's spokesperson for that round, race to the board to answer the same question, or something similar, depending on the game. Additionally, use polling technology to turn almost any content review activity into a game.

2. *How can teachers use technology to enhance students' life connections with learning content?*

Technology can help teachers connect students' interests with learning content in several ways. Students can create blogs, wikis, Facebook pages, Edmodo pages, or Blendspace pages to express their life connections to the content. They can use screencasting software (such as Jing, ScreenChomp, Educreations, or TouchCast) to create and share multimedia screencasts that express their connections to the content. Apps like Instagram or Snapchat can capture images that are representative of students' interests, accompanied by brief explanations that connect the image to the content. Students can also use audio recording software such as Audacity to record discussions of their perspectives on the content. To guide the discussion, they might reference a set of teacher-provided questions about how the content relates to students' life events, hobbies, or interests. Students can also use audio recording software like Audacity or GarageBand to record spoken-word poetry, raps, or songs that express their connections, or use video capture tools on tablets or smartphones to conduct and record personal stories or interviews of friends and family. Any of the aforementioned expressions can be shared on the class website.

3. *How can technology help teachers distinguish between showing enthusiasm (their own reasons for enjoying a topic) and engaging in the types of behavior that Good and Brophy (2003) refer to as unnecessary theatrics?*

The most important way to show content-relevant enthusiasm is to demonstrate the activity's explicit connection to the learning goal. In a social studies class, host videoconferences with partner classes in other regions, and discuss current local and international events. Create nonlinguistic representations of content using images and sounds in IWB software, and help students connect the representations

to the learning goal. When using humor to engage students, do so in a way that obviously relates to the content. Screen a film like *Monty Python and the Holy Grail* during a unit on medieval times, and compare and contrast Arthurian legend with the way it is parodied in the film. Use polling technology to collect student-created captions for political cartoons and connect the captions to the learning goal.

4. *How do you use technology to engage students in your classroom?*

Answers will vary from teacher to teacher. To see responses from other educators, visit marzanoresearch.com/classroomstrategies, click on the *Enhancing the Art & Science of Teaching With Technology* link, and become a member of our virtual learning community.