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# *Terrell Neuge S 212234 Assignment 2: Reflecting on the Curriculum*

*This is online at <http://neuge.co/Ass2/>*

<b>Page 2</b>	Parameters/Tasks/Audience/Expected Content
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<b>Page 4</b>	Narrative to the class – ½ of the 2000 words required for this assignment
<b>Page 7</b>	A copy, though one needs to be in the Google Documents online to get the real feel for the project, of the Google Workspace for this assignment
<b>Page 10</b>	Comments/rational for adding/changing the structure of the original
<b>Page 11</b>	References

A second PDF is separate as attaching it to this destroys the formatting layout due to margin notes in the original

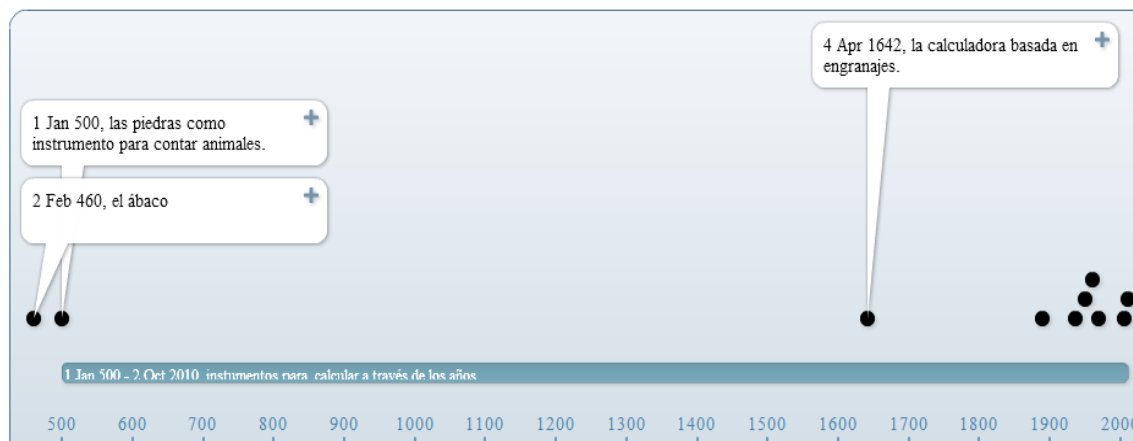
Portions of this have been tasted on an 8<sup>th</sup> grade mixed, female/male classes (two classes of 22 students each), a 9<sup>th</sup> grade computing class of females, and a tenth grade mixed, male/female class of 24 students @ Torrens Valley Christian School, Adelaide, South Australia during a ten-week practicum during July/August 2010. The whole 90 minute re-worked Assignment 1 has not been taught in its entirety due to shorter timed classes.

### Parameters

1. My reflecting on the curriculum found in the uppers school section of the discussion groups comes about as I did my third practicum at a school in South Australia (my previous two were in New Jersey and New York City) and this one was the only one I could find that was South Australian. I have followed the author's original Assignment 1 in general as it fulfils several of the SACSA requirements which she has noted. I have used a literature review which led me to setting this 90 minute class as a form of gaming. I have also used gaming in academic teaching in New York City for the past five years. What I have discovered is that there is little to no classroom maintenance problems, I say this from experience of teaching in very rough New York City public schools with classes that were out of control but with a fast paced computerised data gathering and entering and sharing, students get stuck right into it. This assignment is set so students of all ability can do the exercises. Also, because this is all done on a collaborative site – Google Documents – where students see other's progress, they, the students, become competitive with filling in their sections. I have observed this in a tenth grade private school in Adelaide and did not see any difference between them and an inner city public school in New York City.

### Instruementos usados para calcular

Timeline created by m@a.



collaborative online resources such as the Google Documents and the Time Toast Timeline.

2. Another reflective practice from the parameters listed in the rubric for this assignment that I used was the 'student/mentor feedback', which is evident from using

### Audience

I am writing this for teachers who will be teaching this tenth grade classe in history that will be using ICT to enrich their class. It is assumed both teachers and students have been using Google Documents for the first semester of the year and that everyone has their Google Accounts active.

### **Expected content**

The assignment should and does contain

- A summary of the improvements – see the emendation/extension on the original document in appendix also in the section COMMENTS below
- This also includes the specific changes as well as rationale
- Relevant technology is the use of collaborative software
- Two recommendations on how teaching professional can use knowledge of curriculum to improve numeracy outcomes is below
- Referencing is at the end of this
- An annotated copy of the assignment I used is at the end of this
- Barriers to numeracy

This is online @ <http://neuage.co/Ass2/>

Or in bits:

1. The Presentation is @ <http://neuage.co/Ass2/Year10Geography.wmv> Or pdf @ <http://neuage.co/Ass2/Year10Geography.pdf>
2. A copy of the Google Document is @ <http://neuage.co/Ass2/GoogleDocsRubric.htm>
3. A copy of the Google Spreadsheet is @ <http://neuage.co/Ass2/Plague-and-goals.html>  
A copy of activity Two [Google Form](#) (also at the end of # 2 Above)  
<https://spreadsheets.google.com/embeddedform?formkey=dEdoZ25nbVphVHVkNW9Bd3BzNWdsc3c6MQ>

### **Using knowledge of curriculum to improve numeracy outcomes**

Curriculum is rarely without numeracy. History, Science, Acting, Sports, Music the sphere of human evolution is numerically based. What brings numeracy alive with the curriculum is visualisation. A common expression in the United States is ‘do the math’. I am not sure where this comes from but people use it in a sweeping array of communications. In my activity in this assignment I have students going from goals scored in a soccer game to the amount of dead during the Bubonic Plague. To visualise how and low numbers and find representation – to see, how four some things can equal 35,000,000 makes one think as well as to give value to, which is what numeracy does for us in the curriculum. For example, two-million is two-million. Then we add to it, two million people died of AIDS in 2008 and Lady Gaga sold two-million albums in 2008.

### **Barriers to numeracy**

I believe the number one barrier to numeracy is lack of motivation. Lack of motivation comes from such things as boring lesson plans, from putting a lot of work in an assignment then getting a52 out of 100 when the student answered every point in a checklist very clearly,

from seeing little to no association between an assignment and reality, and many other reasons. Westwood (p. 60) states that fast-paced conditions can cause learning difficulties; this may be so in some situations. I have found in more than ten-years of teaching, that a fast paced on-the-edge-of-the seat motivates students to pay attention and respond. In the past decade I have not come across a teenager, male or female, who does not do face paced thinking, using numeracy, on computers, PDA's, or any of the modes of communications available, and in Facebook, Twitter and emails as well as online games, shopping, communication, young people are living a face paced life. Within the classroom there should not be a separation of information gathering. For a student to go from walking down the street whilst writing in Facebook, buying something online, or embedding the latest gossip about friends or celebrities to going to a classroom and sitting in front of a history lesson is a complete downer. I have seen youth in this manner in Guatemala, Viet Nam, Cambodia, France, Iceland, Belgium, India, Mexico, Australia and New York City (which may not be a part of the United States, we definitely do not consider ourselves as part of New York State) and many countries in between. For learning to take place in our global moment there has to be linkage between what the students do out of as well as within the classroom.

*Methodological triangulation*, which refers to the use of more than one method for gathering data.(Bryman) is used in this lesson as it is most all areas of life. For example we gather data from friends (real as well as virtual and imaginary and hopeful such as in Facebook), radio, television, mobile media, even from songs.

### **Guiding notes to this lesson – not included within the lesson presentation.**

Reflecting on the assignment by Erin Dayman and using her work as a guideline I am assuming that I will be taking another class of the same number doing the same work. For example she had class 10 A and I have class 10 B on the same day though next period. We will assume that Miss Dayman, as a pre-service teacher, assembled one class and I am to create improvements for this class.

My adjustments and justifications for these changes are written in the margins of the original assignment as my notes and the original assignment are in the appendix.

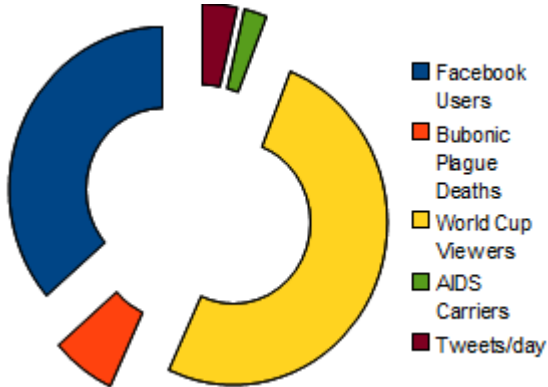
We will be doing this lesson in a fast paced gaming style, “The phenomenal success of games with a focus on active participation, built in incentives and interaction suggests that current educational methods are not falling short and that educational games could more effectively attract the interest and attention of learners. (EduTech, *World Bank Blog on ICT use in Education, 2010*). And just as in a computer game, if you miss one step you will not get to the next level.

**The below is my narrative and explanations of the work to be done, which is my 2,000 word (1000 is my narrative to ‘the class’ plus what is written in the Google docs)**

### **Narrative to the class**

Which goes as the slideshow is played on the electronic board (I have made it into a video clip which can be paused) <http://neuage.co/Ass2/Year10Geography.wmv>

Or pdf @ <http://neuage.co/Ass2/Year10Geography.pdf>



“In this class we are going to use statistics to tell a short narrative. What do numbers tell us?”

Today’s lesson is on historic events such as the Bubonic Plague that swept Europe in the 14<sup>th</sup> Century as well as other events that have caused shifts in population. How do we deal with numbers? If half your family died that would be a lot to you but almost invisible on a world scale. Before we move to our computers to do number crunching and online multimedia spread sheets

*look at this simple set of numbers on the board:*

- ✓ World’s population estimate in the year 1340 = 443,000,000
- ✓ World’s population estimate in the year 1400 = 350,000,000
- ✓ 93,000,000 DEAD = 21% world’s population DEAD in 60 years without replacements.
- ✓ 1,550,000 DEAD each year
- ✓ In 2008 2 million died of AIDS what is the difference?
- ✓ World’s population estimate 2010 = 6,845,609,960. Sixty years from now there is expected to be more than 10 billion people on earth
- ✓ 1,369,121,992 DEAD = 21% world’s population if there was an event to match the 14<sup>th</sup> Century death toll.
- ✓ In 2010 2.5 billion people lack access to improved sanitation worldwide
- ✓ 1 billion children are deprived of one or more services essential to survival and development. In a future class we will do our global footprints to see what percentage of the world has our standard of living.
- ✓ .07 % of the world have a Facebook page (more than 500 million active users/50% of them use it every day)
- ✓ 77.4% of North Americans are online (825,094,396 people) – in ten years there has been a 146.3 % growth in usage in North American.
- ✓ 10.9 % of Africa (110,931,700 people) is online – in ten years there has been a 2,357.3 % growth in usage in Africa. At this rate how long will it take Africa to overtake North America?
- ✓ 28% of the world’s population use the Internet.

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- ✓ Twitter users send 50 million tweets a day. How many days will it take to equal the population of 1340, how many to equal every person on earth today?
- ✓ 700 million people watched the World Cup Soccer final or a tad bit over 10%. How many would have watched the World Cup in 1340.

There are a lot of figures we could use to look at changes in history due to numbers. We are going to use statistics from the World Cup Soccer tournament of a couple of weeks ago. Why do the comparison with the World Cup? Simply put we are looking at how small numbers can represent large numbers.

In the 1400<sup>th</sup> Century 100 million died from the plague, in July 2010 700 million watched the World Cup Final, 28% of the world's population use the Internet. How many are online? We are working with percentages and simple equations in this lesson. And just as each individual who died would have had an effect on their immediate family/social structure, cumulatively there was a large effect to the social milieu, just as a single goal may have advanced a country in the World Cup it was the total wins and goals that got a team to the final and whereas one goal won the World Cup, it effected millions of people, though of course not in the same way a death would.

We will begin on the computer soon. We will use an online statistic creator which is on your computers. You will be getting our statistics from several different sites which are on the Google Doc I have shared with you. You also have a Google Spread sheet link, do not download it and open it in Excel like in your math class as we will work collaboratively.

This will be our 90 minute class today. As we have a lot to cover we will follow exactly the time schedule that I have shared in your Google Calendar for this class. With your Google Calendar a popup will appear when you are to go to the next task. If you are not completely focused on each task you will miss steps and not have information for your narrative that will bring together your facts. With your Google Document, tasks will be divided up where you can choose which task to find an answer to. By posting your answer someone else may use your data as well as you use their work. I will show you this Interactive data networking in a few moments.

Strategy to be successful with this lesson.

1. Have two pages open next to one another; the Google Spread sheet and the Google Document page (the restore down/ Maximize tab) and have the web open in your toolbar.
2. This class goes from 9.30 to eleven and starting at 9.40 you will get popups telling you to go to the next task.

8	1	Evan	Plague	1347- 1351
9	2	Taliya	Spanish Flu	1918–1920
10	3	Selia	Italian Plague	1629-1631
11	4	Kiara	the Great Plague of Vienna	1679
12	5	Keyon	Italian Plague	1629-1631
13	6	Jamalia	the Black Plague	1347- 1351
14	7	Jade	Great Plague of Marseilles	1720 - 1722
15	8	Ethon	Moscow	1771
16	9	Gameli	Irish Potato Famine	1845- 1852
17	10	Jadarian	World War II	1939-1945
18	11	Musawenkosi	Moscow	1771

3. Each task will have more than one part to it, if you complete the task and have not finished a prior one you can go back and work on it until you get the popup,. However, do not go to the next task until you see the popup. If you are not finished with the task go to the next task regardless otherwise you will fall behind and not be able to recover.

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- If I am assisting someone change the background of your name and I will come in the order I see the background change.

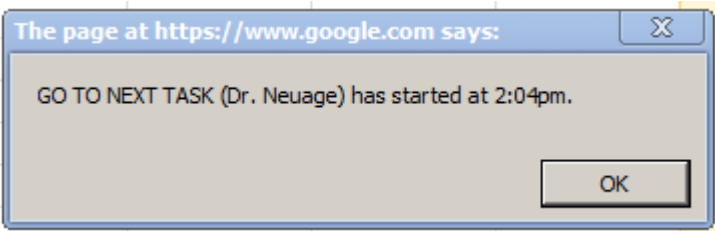
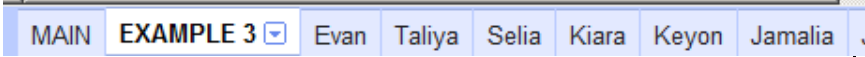
“Let us look at a football match, the final game at the World Cup last weekend. Later in class we will collect data from the World Cup just to get started on what our actual project will be.

There are three activities in this class.

- The first activity with several parts to it involves gathering facts and placing them into the Google Spreadsheet as well as in the Google Documents.
- Activity 2 involves an online survey in a Google Form that gives feedback and reflection on the data thus gathered.
- Activity 3 is creating an online Timeline using a combination of the data gathered as well a short narrative for each event.

## BELOW ARE THE PAGES FROM GOOGLE DOCUMENTS THAT THE STUDENTS WILL RECEIVE IN THEIR EMAIL TO SHARE/WORK ON

90 minutes go to whoa Begin 9.30 end 11:00 **instructions**

TASKS	Task/Activity	Time Spent	END Time
	Watch for “go to next task” Pop Up 		
includes settling in	intro & showing Google Docs Presentation (similar to Power Point) <a href="http://neuage.co/Ass2/Year10Geography.wmv">http://neuage.co/Ass2/Year10Geography.wmv</a>	5”	9:40
<b>Activity 1</b>	log in and open email invites for Google Document,, entitled “Year 10 Geography with Dr. Neuage”, and hte Spreadsheet, “Plague & Goals”	5”	9:45
1A	fill in your row in the Google <b>Spreadsheet</b> Make a chart that will best show your information in your page - in your tab/page <i>See Example</i> 	15”	10:00
1B	look at Rows 1 & 2 Google <b>Docs below</b> tick your name for attendance COLUMN 3	8”	10:08

1C	Pick a site for a fact from Google Docs below find a fact from the World Cup column 4 and put in your row below	7"	10:15
1D	Column 6 sources	5"	10:20
1E	calculate column 5	8"	10:28
Activity 2	Click <a href="#">Activity 2</a> - or scroll down to Activity 2 Answer these short questions	8"	10:36
Activity 3	Go to <a href="http://www.timetoast.com/">http://www.timetoast.com/</a> log in using your first name last initial and username = firstname001 1. CHANGE YOUR PASSWORD 2. CREATE A NEW TIMELINE 3. PUT IN DATA	22"	10:58

web sites used for soccer statistics:




1. The Telegraph UK <http://www.telegraph.co.uk/sport/football/competitions/world-cup-2010/teams/7823279/Statistics-World-Cup-2010.html>
2. Wikipedia  
[http://en.wikipedia.org/wiki/2010\\_FIFA\\_World\\_Cup\\_statistics](http://en.wikipedia.org/wiki/2010_FIFA_World_Cup_statistics)
3. Fifa  
<http://www.fifa.com/worldcup/statistics/players/index.html>
4. The Guardian UK <http://www.guardian.co.uk/news/datablog/2010/may/05/world-cup-historical-statistics>

**ACTIVITY 1 SPEND NO MORE THAN SEVEN MINUTES ON THIS/ OR WHEN THE CALENDAR SAYS NEXT TASK - IF YOU HAVE TIME ADD AN IMAGE WHAT TO DO!!!**

Find one fact from one of the World Cup statistic sites above and on the row of your name fill in the spaces.

1	COLUMN 2	COLUMN 3	COLUMN 4	COLUMN 5	COLUMN 6
	Name	Check In put a mark on the row with your name in this column	Fact this fact = S soccer)	How many died/suffered from your event (see the Google Spreadsheet)? D = Dead How many 'S' = "D" dead?	Source (1, 2, 3, 4) link to the exact source - see example.
v i s u	<i>EXAMPLE see example on the spreadsheet</i>	*	Wesley SNEIJDER scored 5 goals for the	2 million died from AIDS in 2008 Each goal by Sneijder = 400,000 people (twice	<a href="#">3</a>  List of cities in Australia by

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a l i s e this	<i>to find where my numbers came from. When you have filled in your area of the spreadsheet put the info in here.</i>		 Netherlands  <b>S = 5</b>	the size of the city of Hobart) <b>5S = 2 million D</b>   The current population of Canberra Newcastle and Adelaide.	population <a href="http://en.wikipedia.org/wiki/List_of_cities_in_Australia_by_population">http://en.wikipedia.org/wiki/List_of_cities_in_Australia_by_population</a>
	<b>EXAMPLE 2</b>	*	There were <b>145</b> goals scored @ the World Cup (Average goals per match: <b>2.27</b> ) <b>S = 145</b>	<b>33.4 million</b> People living with HIV/AIDS in 2008 <b>145S = 33.4D</b>	
1	Evan				
2	Taliya				
3	Selia				
4	Kiara				
5	Keyon				
6	Jamalia				
7	Jade				
8	Ethon				
9	Gameli				
10	Jadarian				
11	Musawenkosi				
12	Oba				
13	Phomello				
14	Sekai				
15	Yobachi				

**TASK 2 SPEND NO MORE THAN TEN MINUTES ON THIS/ OR WHEN THE CALENDAR SAYS NEXT TASK - IF YOU HAVE TIME ADD AN IMAGE**

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**Activity 2** Answer the questions in the Google Forms below, click email and send it to me, finished or not when you receive notification to go to the next task.

## See

<https://spreadsheets.google.com/embeddedform?formkey=dEdoZ25nbVphVHVkNW9Bd3BzNWdsc3c6MQ>

**BELOW IS A SCREENSHOT OF THE PAGES FROM GOOGLE SPREADSHEETS THAT THE STUDENTS WILL RECEIVE IN THEIR EMAIL TO SHARE/WORK ON**

Gmail Calendar Documents Web Reader more ▾ Old version | tneuage@gmail.com | Settings ▾ | Sign out

Google docs Plague and goals (1) Private to only me Saved 4 minutes ago Saved Share ▾

File Edit View Insert Format Form Tools Help

Researcher	EVENT	Years	Your event source	What	How many dead	% of population of country if in an individual country	% of world's Population @ the time	How many would need to die today to equal % in I?
EXAMPLE 1	AIDS	2008	<a href="http://www.avert.org">Avert.org</a>	33.4 million People living with HIV/AIDS in 2008	2.0 million in 2008		.00029 %	2,081,137
EXAMPLE 2	WW II Deaths	1939-1945	<a href="http://www.worldy2.net/">http://www.worldy2.net/</a>	Total population 34,849,000 of Poland	5,620,000 to 5,820,000 1939-45	16.1 16.7 % of Poland's people		
EXAMPLE 3	Jewish Deaths WW II	1933	American Jewish Yearbook	9.5 million Jewish people in Europe pre-1933	6,000,000	63 % of Europe Jews killed	0.0028 %	18,954,492
Evan	the Black Plague	1347- 1351						
Taliya	Spanish Flu	1918-1920						
Selia	Italian Plague	1629-1631						
Kiara	the Great Plague of Vienna	1679						
Keyon	Italian Plague	1629-1631						

MAIN ▾ EXAMPLE 3 Evan Taliya Selia Kiara Keyon Jamalia Jade Ethon Gameli Jadarian Musawenkosi + < > ☰

**Comments for the sidebar of the original assignment, which is an appendix below.**

**Comment 1** Every opportunity can be a segue into a numeracy lesson. (Mason, Johnston-Wilder, 2006). A face paced active class leaves no time for anything but the tasks on hand. Miss Dayman also noted there was a classroom management problem. Taking that into account I am starting off with intensive tasks. As Mason and Johnston-Wilder note regarding tasks; they may be intended to initiate entry into some mathematical topic; they may be

designed to provide a context in which new ideas can be encountered or ideas that have been met previously can be practised. (Mason and Johnston-Wilder, 2006).

**Comment 2** An eventful weekend is full of numeracy. We can graph our lives our experiences. For example, what was the mix of people at the parties attended over the past weekend; males to females, age range, hip hoppers, pop divas, and Indie music, what were the percentages? Why would we want to know? If a teenager wanted to party Saturday night and the information was that there will be a multicultural selection of females and males of various ages liking a variety of music what would that mean to? We would want to know the percentage, like how many are our age, who like the same music, who even spoke the same language and probably the percentage of males and females, and their relationship status. I am OK to go to a party of over 60 year olds who are married but a 10th grader would wish to give it a miss.

**Comment 3** Rather than show a film clip I have chosen to embark on tasks right away. Because the world cup has been played at the end of term two we have a lot of statistics available to us now at the start of term three. A fast way to get students interested in numeracy is to look at statistics; which we will, the World Cup, Facebook usage and a teenage favourite, death on a nightmarish scale.

**Comment 4** Rather than show a film clip I have chosen to embark on tasks right away. Because the world cup has been played at the end of term two we have a lot of statistics available to us now at the start of term three. A fast way to get students interested in numeracy is to look at statistics; which we will, the World Cup, Facebook usage and a teenage favourite, death on a nightmarish scale.

**Comment 5** I have added to the Internet usage by sending the students a Google Document and Spread Sheet with how we will do this class and information needed to complete this assignment in a fast paced gaming style, this has been my common practice for the past several years of teaching including my practicums in New York City, New Jersey and Adelaide.

**Comment 6** I have changed this to have students answer five short questions based on what they are doing. I used Google Forms and embedded the form into the Google Documents they are using. Once finished, they have 10 minutes, then it is posted and I will mark it. The reason for this is give students a place for reflected responses to their finding thus far.

## References

Bryman, Alan. Triangulation. Quoting Denzin, N. K. (1970). *The Research Act in Sociology*. Chicago: Aldine. Viewed 22 September, 2010

<http://www.referenceworld.com/sage/socialscience/triangulation.pdf>

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Hawkins, R. 01/11/2010 - 13:34 EduTech, “10 Global Trends in ICT and Education”, *World Bank Blog on ICT use in Education, 2010* <http://www.i-policy.org/2010/02/10-global-trends-in-ict-and-education.html>

Mason, John, Johnston-Wilder, Sue Mathematical (2006) (Chapter 4) 69-97. *Designing and using mathematical tasks* St. Albans, U.K. : Tarquin, 2006. 141 p.

South Australian Curriculum, Standards and Accountability. (2010). *Framework Senior Years Band Years 10, 11 and 12*. Adelaide: Government of South Australia.

Westwood, P. (2008). *What Teachers need to Know about Numeracy*. Camberwell, Victoria: Australian Council of Educational Research.

### Statistics in this come from these sites:

1. The Telegraph UK <http://www.telegraph.co.uk/sport/football/competitions/world-cup-2010/teams/7823279/Statistics-World-Cup-2010.html>
2. Wikipedia [http://en.wikipedia.org/wiki/2010\\_FIFA\\_World\\_Cup\\_statistics](http://en.wikipedia.org/wiki/2010_FIFA_World_Cup_statistics)
3. Fifa <http://www.fifa.com/worldcup/statistics/players/index.html>
4. The Guardian UK <http://www.guardian.co.uk/news/datablog/2010/may/05/world-cup-historical-statistics>
5. Internet usage, <http://www.internetworldstats.com/stats.htm>
6. World Population [http://en.wikipedia.org/wiki/List\\_of\\_countries\\_by\\_population](http://en.wikipedia.org/wiki/List_of_countries_by_population)
7. Facebook statistics <http://www.facebook.com/press/info.php?statistics> web sites used for soccer statistics: