



Interview with Naomi Harm, Technology Literacy Specialist

Background: Naomi has been involved in the Intel® Teach program since 2005. She has facilitated the following Intel Teach Elements Courses—most courses more than once:

- *Project-Based Approaches*
- *Assessment in 21st Century Classrooms*
- *Collaboration in the Digital Classroom*
- *Thinking Critically with Data*
- *Educational Leadership in the 21st Century.*

Click the link below to listen to the 50-minute interview with Naomi Harm as she discusses her experience with and tips for facilitating Intel Teach Elements Courses, specifically focusing on Collaboration in the Digital Classroom.

<http://engageteachers.adobeconnect.com/p5ok52qlv1a>

Note: The audio recording is provided using Adobe Connect*. You may be directed to download free software to be able to listen to the interview. No login information is required to access the interview.

The following files are referenced in the interview as resources Naomi uses with the participants in her Intel Teach Elements Courses.

- Meaningful Reflection
- Self-Direction Rubric
- Collaboration Checklist

MEANINGFUL REFLECTION

Reflections that you contribute for each weekly module are to be meaningful- where you share your new understandings with others, but you also provide quality feedback to others to aid to their learning experience as well. I have provided a rubric below of what a quality and meaningful reflection should include to guide your reflection process.

	Criteria	Indicator	
Participation	Minimum two postings per week throughout the course	Number of postings and even distribution of postings	
Critical thinking	Postings indicate critical thinking about the topic at hand	Postings show: <ul style="list-style-type: none"> • Analyses • Insights • Observations • Reflections • Substantive questions to further discussion 	
Response and synthesis	Postings draw from the assigned readings and reflect on the postings of other learners and possibly integrate ideas from others	Postings that: <ul style="list-style-type: none"> • Make references to readings and others' posting to advance the discussion • In making references, pose questions, ask for clarification or offer comment or different perspectives 	
Additional relevant information	Suggest appropriate websites or resources to move the discussion to a further level but not burden the class by including unnecessary information	Postings that <ul style="list-style-type: none"> • Include relevant resources with explanations on why such resources are of relevance and interest to the rest of the class 	
Succinct postings and netiquette	Keep individual posting brief; encourage others to participate; respect others perspectives	Postings that <ul style="list-style-type: none"> • Average no more than 2 paragraphs at a time • Invite others to comment and respond • Are respectful of others 	

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Self-Direction Rubric

	4	3	2	1
Goal-setting	I set challenging, achievable goals and identify and access the resources necessary to achieve the goals.	I set achievable goals. I identify and access some resources to achieve goals.	I begin a task without clearly defined goals. I do not identify necessary resources.	I make no effort to identify a goal or resources to complete goals.
Project Management	I consistently manage time and resources in an efficient manner to achieve goals.	I usually manage time and resources in an efficient manner to achieve goals.	I manage time and resources with some help to achieve goals.	I need ongoing help in managing time and resources to achieve goals.
Problem Solving	I consistently review my progress and learning experiences to resolve problems that may be interfering with achieving my goals.	I usually review my progress and experiences to resolve problems that may be interfering with achieving my goals.	With some assistance, I review my progress and experiences to resolve problems that may be interfering with achieving my goals.	With ongoing assistance, I review my progress and experiences to resolve problems that may be interfering with achieving my goals.
Using Feedback	I ask others for feedback and consider their ideas seriously when revising my work.	I consider feedback from many sources when revising my work.	I consider some feedback when revising my work.	I do not consider feedback when revising my work.

Persevering	I exhibit strong determination to find an answer or solution. I monitor my commitment to the goals and develop and apply a wide variety of techniques to stay on task.	I exhibit determination to find an answer or solution. I monitor my commitment to the goals and develop and apply some techniques to stay on task.	I make an effort to find an answer or solution. I do not monitor my commitment to goals. With help, I apply techniques to stay on task.	I make little effort to find an answer or solution. I do not consider techniques to stay on task and give up easily.
Assessing Quality	I consistently identify and describe the criteria and performance standards for quality work.	I usually identify and describe the criteria and performance standards for quality work.	I identify and describe criteria and performance standards for quality work with some help.	I cannot identify or describe the criteria and performance standards for quality work.
Reflecting on Learning	I identify clearly what I learned using examples. I identify strengths and weaknesses of my work in clear terms and identify areas for improvement.	I identify clearly what I learned. I identify the strengths and weaknesses of my work in clear terms and identify areas for improvement.	I identify clearly what was learned but do not identify strengths, weaknesses or areas for improvement.	My reflections do not provide evidence of intended learning.
Learning Continuously	I reflect continuously to set new goals. I effectively incorporate lessons I have learned from my successes and failures.	I reflect at the end of the work to set new goals. I often incorporate lessons I have learned from my successes and failures.	I reflect on my work and set new goals with help. I may consider, but do not incorporate lessons learned from successes and failures.	I do not reflect on my work to set new goals. I do not consider lessons learned from success or failures.

Collaboration Checklist

	Hardly Ever	Sometimes	Always	Examples
1. I identify goals.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
2. I define tasks.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
3. I outline approaches.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
4. I suggest new ideas and directions.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
5. I volunteer to tackle difficult tasks.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
6. I ask questions.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
7. I find and share resources.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
8. I request clarification.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
9. I seek facts.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
10. I contribute facts and opinions.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
11. I respond enthusiastically to others.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
12. I invite everyone's participation.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
13. I make people feel good about what they contribute to the group.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	

14. I summarize points of discussion.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
15. I simplify complicated ideas	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
16. I put points in perspective.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
17. I help create a timeline and set priorities.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
18. I keep the discussion on track.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
19. I stimulate discussion by presenting different points of view.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
20. I help direct division of tasks.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
21. I respectfully challenge weak ideas.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
22. I help identify necessary changes and encourage group action for change.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
23. I seek alternative solutions.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
24. I help my group reach fair, well-reasoned decisions.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	