

For the Repurposing Technology Lesson Plan, I chose to adapt a research lesson I've done in the past. Using the TPACK model as my guide, the content knowledge integrated was the Underground Railroad, the pedagogical knowledge was Research, and the technology knowledge was Glogster.

My sixth grade English students are currently reading the novel [The House of Dies Drear](#) by Virginia Hamilton. It is a mystery involving an African-American family that moves to an old house that was once a station on the Underground Railroad. During a field trip to the [Joy Outdoor Education Center](#) on November 2, 2010, students participated in a night-time simulation and took on the roles of escaping slaves.

I hoped to engage students on the other side of the slavery issue with this research project, by having them explore the roles of abolitionists and their opponents. In the past, the product was a paragraph and labeled map of escape routes from the [NationalGeographic.com](#) website on which students had marked where their person lived. In trying to think how to better integrate technology into the process and product of this assignment, I chose to use GlogsterEDU as the medium in which students would display their research. I felt that Glogster had many affordances for this type of work. Being an interactive posterboard, it allowed students to easily post pictures and text. In addition, I liked the ability to embed the projects to our class website.

I also tried to think of ways to improve the research process. In the past, I gave students the advice to Google their person's name with the terms "slavery" or "Underground Railroad" to narrow results. This year, I decided to experiment with a [Google Custom Search](#). I researched each individual on my list using our school's access to Proquest databases and Google. I included several websites for each person, including some primary sources. I embedded the search box on a page I created for the project on my class website.

This definitely was a helpful addition to the research process, but in doing the research myself, I discovered how widely the number of sources varied between the different people on my list. This was a list that was handed down to me from another 6th grade teacher and I will need to revise it for future use. I also found that no photograph was available for some individuals. As I had made this a requirement of the Glogster project, I found I needed to make accommodations for several students. Instead they were allowed to post a "no picture available" box or use another related image.

My students were very enthusiastic about this project and once they had the basics of Glogster explained, they worked well. I used my trial of the GlogsterEDU Premium to assign a "project" to my class. Once they logged in with the accounts I had created for them, they clicked on the project which created a copy of my example glog in their account. Together as a class, I walked them through what to delete from the Frederick Douglass glog and explained how to customize the text and add other elements. This was great and I think made the project a little easier for the students, none of whom had ever used Glogster.

I didn't know what to expect in terms of how much class time to allocate to this project, since in the past it was a homework assignment. I ended up doing the introduction and [NationalGeographic.com](#) activity in about 25 minutes on one day, the Glogster introduction and project set-up in a 65 minute period and two additional 65 minute blocks to do the work. I also used time the last day to introduce my students to [EasyBib.com](#) and show them how to do a website and image citation and copy and paste the information to their glogs.

I didn't find any constraints to using GlogsterEDU, except for the fact that the features of the trial premium account are temporary. I'd love to continue using the Project feature and having the extra control over student accounts (for example, the ability to change their log-in name--I used the same log-in my students use for Weebly), but find the cost of the premium account too expensive to continue. The other issues I ran into were more a result of my content and not a problem of technology. I feel that GlogsterEDU has the ability to be used for many different assignments. I have looked at several glogs on their website and could see using the website for some of our trimester book projects. Each trimester, our sixth graders do a poster project on an independent reading book. I wish Glogster allowed users to format their walls in landscape orientation and not just portrait, as this would allow more flexibility in projects.

Creating this lesson has helped my teaching practice in several ways. Since I needed to create an example of the assignment, I was very conscious of what I required from students in their projects. In addition, the process of creating the Google Custom Search and helping students with the difficulties they had finding images, has made me aware of what needs to be improved in the assignment. Despite these issues, I am pleased with the resulting projects my students created and will allow them to share them with the class this coming week.