



Price School of Education
"Where Diverse Talents Grow Together"

General Course Information

Course Number and Title: EDU 384 Technology in the Classroom

Semester: Spring 2023

Instructor: Ms. Tami Smith

Location: Paul Jones 0003

Office: Paul Jones 101

Office Hours: : Monday/Wednesday 1:00-5:00; T/TR/F all day **Appointments available upon request**

Phone: 770-720-5659 Cell: 770-547-0709

Email: TJS@reinhardt.edu

Catalog Course Description

This course will provide the tools to create a responsive classroom through technology, offering a multitude of examples that can be used in the PK-12 classroom to differentiate essential content, instructional practices, and student assessment products. In order to increase the level of technology integration in the classroom, students will learn to address student differences through the development of effective, efficient, and appealing technology-rich learning environments that promote higher-order thinking, engaged student learning, and authentic assessment practices in the classroom. Class sessions will include exploration and participating to equipment operation, software production for multimedia presentations, creation of a personal website/an electronic portfolio and more.

PSOE Credit Hour Policy

Over the 16 weeks of this course, students will spend 150 minutes per week of instructional time interacting with course content including, but not limited to, lectures, guest speakers, group work, class discussions, projects, presentations, virtual meetings, and assessments/exams (37.5 hours for the semester). Students will also spend approximately 300 minutes per week in out-of-class work including lesson planning, preparation of projects and presentations, reflection, discussion boards, homework, after-hour conferences, and study/review for exams and quizzes. Included within this out-of-class work is the 30-hour Field Experience and Observation for the semester.

Text/Course Website

You will need to purchase the appropriate technology book that pertains to your grade level major.

Book K-5 Classroom: Morrison, Novak, Vanderwerff (2019). *Infusing Technology in the K-5 Classroom*. ISBN: 978-1-56-484745-4.

Book 6-12 Classroom: Morrison, Novak, Vanderwerff (2019). *Infusing Technology in the 6-12 Classroom*. ISBN: 978-1-56-484741-6.

Important Course Note: LiveText Subscription is required. **Please bring your laptop and cell phone to each class.**

Technical Support:

Eagleweb or Email: https://eagleweb.reinhardt.edu/ICS/Help/EagleWeb_Help.jnz

Canvas Support: NMC@reinhardt.edu

General Technology: helpdesk@reinhardt.edu

LiveText: TCG@reinhardt.edu

COVID-19 Policy

Reinhardt University's COVID-19 Policy applies to all students, faculty, staff, administration and guests. The policy is subject to changes based on conditions and guidance from CDC, state and local health experts. Current policies and procedures can be found at: <https://www.reinhardt.edu/back-to-campus>. If you have any questions, please refer to the website or contact Reinhardt University at the numbers below.

Campus Nurse within the Student Health Center

studenthealthcenter@reinhardt.edu.

Public Safety

Non-Emergency Phone: 770.720.5789

Emergency Phone: 770.720.5911

publicsafety@reinhardt.edu

Dean of Students

deanofstudents@reinhardt.edu, 770-720-5540

Vice President of Academic Affairs Dr Miles

VPAA@reinhardt.edu or John.Miles@reinhardt.edu, 770-720-9102.

The instructor reserves the right to modify the course requirements and other related policies as circumstances may dictate, and with sufficient notification to all students. Even the professor can have an unanticipated emergency, and the university, or the community at large, may experience an

emergency that requires changing the class schedule or requirements. I don't expect to invoke this clause, but if I do, you will be notified as soon as possible. Any change will also be posted to Canvas.

PSOE Mission

The mission of all teacher preparation programs at Reinhardt University is to produce reflective, problem-solving teachers who respond to the diversity of student needs through differentiated instruction driven by ongoing assessment and adjustments within a nurturing environment.

Conceptual Framework

The PSOE teacher education conceptual framework establishes the shared vision in preparing educators to work in PK – 12 schools and provides direction for all programs, courses, teaching, candidate performance, scholarship, service, and unit accountability. The conceptual framework is built on three basic beliefs: (1) learner differences are understood, appreciated, and built upon through respectful, meaningful work in a collaborative, nurturing environment; (2) learner growth and success are developed through the process of ongoing assessment and adjusted instruction; and (3) teachers who are extremely knowledgeable about subject matter, a variety of wise and flexible instructional practices, and multiple options for assessment are better equipped to adjust essential curriculum content, their instructional practices, and student assessment options to address learner differences. The purpose of all PSOE teacher preparation programs is to prepare educators who can create a learning community of care and challenge. This purpose is realized through DATA instructional model that describes different approaches for teaching and assessment. The PSOE conceptual framework represents a strong commitment to the preparation of effective teachers who adapt instruction to support student's diverse learning needs and to maximize learning.

PSOE Essential Question (EQ) How will educational technology enhance your classroom?

Student Learning Objective: The student will discover and utilized technology to enhance classroom lessons and demonstrate their ability to provide accommodations in the classroom.

Course Relationship to Conceptual Framework

Reinhardt University Learning Outcomes

Communication

Students will demonstrate:

1. Effective expression of ideas through writing, speech, and visual media.

Critical Thinking and Inquiry

Students will demonstrate:

2. Integrative, critical thinking and inquiry-based learning using evidence, logic, reasoning, and calculation.
3. Knowledge of various research methodologies, information, technological, and scientific literacy.
4. Independent thought and imagination; preparation for lifelong learning.

Self, Society and Culture

Students will demonstrate:

5. Knowledge of the traditions of Western civilization and their global context.
6. Knowledge of the diversity of societies and cultures; the ability to view themselves and the world from cultural and historical perspectives other than their own.

Values and Ethics

Students will demonstrate:

7. Integrity and ethical responsibility.
8. Understanding of and commitment to physical, emotional, and spiritual wellness.
9. Stewardship and civic engagement, coupled with the ability to work with others both collaboratively and in leadership roles.

PSOE Learning Outcomes

1. The teacher candidate uses knowledge of curriculum, learner differences, and ongoing assessment data to plan for student access to same essential content.
2. The teacher candidate utilizes a variety of strategies to differentiate instruction and provide an academically challenging environment for all students.
3. The teacher candidate uses systematic formal/informal assessment as an ongoing diagnostic activity to measure student growth and to guide, differentiate, and adjust instruction.
4. The teacher candidate displays a professional commitment to the teaching philosophy of differentiated instruction to support students' diverse learning needs and to maximize learning.

InTASC Standards

The Learner and Learning

Standard #1: Learner Development. The teacher understands how learners grow and develop, recognizing that patterns of learning and development vary individually within and across the cognitive, linguistic, social, emotional, and physical areas, and designs and implements developmentally appropriate and challenging learning experiences.

Standard #2: Learning Differences. The teacher uses understanding of individual differences and diverse cultures and communities to ensure inclusive learning environments that enable each learner to meet high standards.

Standard #3: Learning Environments. The teacher works with others to create environments that support individual and collaborative learning, and that encourage positive social interaction, active engagement in learning, and self-motivation.

Content

Standard #4: Content Knowledge. The teacher understands the central concepts, tools of inquiry, and structures of the discipline(s) he or she teaches and creates learning experiences that make the discipline accessible and meaningful for learners to assure mastery of the content.

Standard #5: Application of Content. The teacher understands how to connect concepts and use differing perspectives to engage learners in critical thinking, creativity, and collaborative problem solving related to authentic local and global issues.

Instructional Practice

Standard #6: Assessment. The teacher understands and uses multiple methods of assessment to engage learners in their own growth, to monitor learner progress, and to guide the teacher's and learner's decision making.

Standard #7: Planning for Instruction. The teacher plans instruction that supports every student in meeting rigorous learning goals by drawing upon knowledge of content areas, curriculum, cross-disciplinary skills, and pedagogy, as well as knowledge of learners and the community context.

Standard #8: Instructional Strategies. The teacher understands and uses a variety of instructional strategies to encourage learners to develop deep understanding of content areas and their connections, and to build skills to apply knowledge in meaningful ways.

Professional Responsibility

Standard #9: Professional Learning and Ethical Practice. The teacher engages in ongoing professional learning and uses evidence to continually evaluate his/her practice, particularly the effects of his/her choices and actions on others (learners, families, other professionals, and the community), and adapts practice to meet the needs of each learner.

Standard #10: Leadership and Collaboration. The teacher seeks appropriate leadership roles and opportunities to take responsibility for student learner, to collaborate with learners, families, colleagues, other school professionals, and community members to ensure learner growth, and to advance the profession.

Campus Security

Reinhardt Campus Security provides assistance to students, in the event of an emergency. Campus Security can be reached at (770) 720- 5911

"Reinhardt University is committed to providing a safe environment for its students, visitors, faculty and staff. Long-established policies, approved by Reinhardt's Board of Trustees, prohibit possession of firearms on property owned by the University."

Attendance Policy

Attendance is required. If an excused absence occurs (i.e. student athletes' participation in RU sporting event, participation in RU School of Performing Arts recital or concert, death in immediate family, or hospital/doctor visit), documentation for absence is required. For any unexcused absence, 5% of the final grade will be deducted.

Requirements

PLN (Professional Learning Network or Weebly) Due Sept. 28 Midnight

RULO #'s: 1, 3, 4, 7, & 8 PSOELO #'s: 4 TAPS; 1 & 2

- ☐ Online Platform and all about me
- ☐ Apps for Learning: ('appy Hour)
- ☐ Online Apps for Addressing Standards (Links: ISTE, standards)
- ☐ Digital Citizenship
- ☐ Public Domain Materials: (Free Image links, etc)
- ☐ Social Bookmarking (Pinterest)
- ☐ Evaluating Digital Learning Games (Arcademics, Kahoot!, Educandy)
- ☐ Social Networks (Twitter, Blogs, Snapchat)
- ☐ Teacher Channel Including YOUTUBE hint (TedEd, Khan)
- ☐ Assistive Technology (Speech to Text link)
- ☐ Involve Students in feedback (Blog)

Bitmoji Classroom: You will set up an interactive Bitmoji Classroom.

RULO #'s: 1, 3, 4, 7, & 8 PSOELO #'s: 4 TAPS:1 & 2

Bitmoji Classroom DUE OCT 19 MIDNIGHT

Requirements:

Home Classroom Page

Minimum requirements:

- **Avatar**

- Decorations
 - Bookcase
 - Access to standards
 - Access to the “School’s” url
 - Birthday links
 - Grade level standards
 - Classroom announcements information
 - Lunch menu
- Be creative!

AI: ARTIFICIAL INTELLIGENCE: **Final upload to Weebly Nov. 16 midnight**
 RULO #'s: 1, 3, 4, 7, & 8 PSOELO #'s: 4 TAPS: 1,2,3,4,5,6,7, & 8

You and a partner will investigate a different AI assistant and complete a presentation that will be shareable to the class. These presentations must be inserted in your Weebly!

Technology-Using Educator Teaching Philosophy **Paper Due Nov. 9 midnight**

RULO #'s: 1, 3, 4, 7, & 8 PSOELO #'s: 4 TAPS: 1, 2,9, 10

You will write a teaching philosophy as a newly developing technology-using educator. This academic paper should be 2 to 4 pages explaining your views about the value of technology for teaching and learning, as well as your ideas for how you will put technology into learning in the future classroom. Since this is a ***scholarly work***, you are expected to support your statements with appropriate literature; you must include at least 3 citations (your text may count as **one**). The paper should adhere to the *Publication Manual of the American Psychological Association* (APA, 6th ed.) style of writing, citation, organization, and formatting (including Title Page; however, NO ABSTRACT is needed).

- Use 12-pt. size font and font preference **Times New Roman**
 - APA guidelines for borders and headers/headings
 - **Page Numbers** - Page numbers should be located in upper right corner, unless specified differently from your instructor. (p. 230), See information regarding title page.
 - **Include resources used**
 - A Rubric is provided in LiveText as well as Canvas
- Additional Resource:

[YouTube video that shows how to set up MS-Word for APA format](#)

EVALUATION AND GRADING:

Grading Scale (will be exactly followed): A (100–90) B (80–89) C (70–79) **F (70 and below)**

Assignments	Percentage
Class Participation through class explorations	10
Bitmoji Classrooms	10
Professional Learning Network (PLN)/Website	40
AI (Artificial Intelligence)	30
Technology Philosophy Paper	10
TOTAL	100%

ADA Accommodations

The Americans with Disabilities Act (ADA) is a federal anti-discrimination statute that provides comprehensive civil rights protection for persons with disabilities. This legislation requires that all students with disabilities be guaranteed a learning environment that provides for reasonable accommodation of their disabilities. Reinhardt University is committed to providing reasonable accommodations for all persons with disabilities. Therefore, if you are seeking classroom accommodations under the Americans with Disabilities Act, you are required to register with the **Academic Support Office (ASO)**. ASO is located in the basement of Lawson Building. To receive academic accommodations for this class, please obtain the proper ASO letters. More information is available at <https://www.reinhardt.edu/academic-resources/center-for-student-success/>

Center for student success

The Center for Student Success (CSS) is located at the lower floor of Lawson, room 035. **CSS offers free peer and faculty tutoring for all subjects.** More information is available at <https://www.reinhardt.edu/academic-resources/center-for-student-success/>

Library/virtual library

Reinhardt University Library is available to all students enrolled in the BSN Program. Links to library materials such as electronic journals, databases, interlibrary loans, digital reserves, dictionaries, encyclopedias, maps, and librarian support may be found at: <https://www.reinhardt.edu/library/>

Academic calendar

Please review the Academic Calendar for the last date to drop the course or other registration issues at:

<https://www.reinhardt.edu/calendar/>

Counseling services

If you are experiencing difficulty of any type, please understand that the Reinhardt University faculty care about you as an individual. You may speak with any of us at any time. In addition, if you are having personal, familial, or educational, difficulties and would like to speak with a trained counselor, students may schedule a counseling appointment.

<https://www.reinhardt.edu/student-life/student-services-resources/counseling-services/>

Assistance with SON technology

Reinhardt University (RU) provides technical assistance through the “Help Desk”. Laptops must have wireless connectivity and those older than 2 years are unacceptable. In addition, **it is the student’s responsibility to contact tech support for resources used to gain assistance.**

Reinhardt University Student Handbook

Accessible on-line at <https://www.reinhardt.edu/student-life/student-services-resources/student-handbook/>

Price School of Education (PSOE) Policies for Professionalism (Fall 2015)

The Price School of Education (PSOE) of Reinhardt University is dedicated to creating effective teachers who demonstrate quality teaching and a strong sense of professionalism founded in a solid commitment to the teaching philosophy of differentiated instruction and the PSOE Policies for Professionalism. A critical part of the developing professionalism of all education candidates is attained through establishing a knowledge base of ethical standards as identified in the Code of Ethics for Educators prescribed by the Professional Standards Commission (PSC), the agency responsible for certification, preparation, and conduct of personnel employed in the public schools of the State of Georgia. An education candidate is defined as any student taking classes in the PSOE

The following PSOE Policies for Professionalism for Education candidates in all teacher preparation programs address Academic Integrity, Attendance/Punctuality, Level of Engagement, Completion of Assignments, Professional Disposition, and Support of a Professional Learning Community:

1. ACADEMIC INTEGRITY

The following are recognized as unacceptable forms of academic behavior:

1. Plagiarizing; that is, presenting words or ideas not your own as if they were your own. Three or more words taken directly from another source must be enclosed in quotation marks and documented.
2. Submitting a paper or lesson plan written by another candidate or another person as if it were your own.
3. Submitting a paper or lesson plan written by you for another course or occasion without the explicit knowledge and consent of the instructor.
4. Fabricating evidence or statistics that supposedly represent your original research.
5. Cheating of any sort on tests, papers, projects, reports, field experience documentation, etc.
6. Unauthorized use of the password or account number of another candidate or a faculty member to gain access to computers, data files, or computer output.
7. Aiding or otherwise enabling another candidate to engage in any form of academic dishonesty.
8. Failure to report suspected or obvious incidences of academic dishonesty to the course instructor.
9. Any other behaviors that violate the spirit of ethical and professional behavior.

Penalties for Academic Dishonesty. In the event of academic dishonesty, according to the definition stated above and whatever additional definition an instructor has published in the class syllabus, the instructor may do one of the following, according to

his or her assessment of the severity of the infraction and any extenuating circumstances:

1. Assign a grade of *F* or *O* on the paper, project, or examination, but allow resubmission, resulting in a maximum combined grade of *C*.
2. Assign a grade of *F* or *O* on the paper, project, or examination without the opportunity for resubmission.
3. Assign a grade of *F* in the course.

All education candidates must understand that academic dishonesty in any form may have consequences beyond the boundaries of one class and may result in denial of admission to or dismissal from the PSOE.

In all cases, the instructor will forward evidence of dishonesty to the Dean of the Price School of Education and the Office of the Vice-President and Dean for Academic Affairs.

As education candidates begin to visit PK-12 schools in the community to fulfill course and program requirements, it is necessary to extend the policies of Academic Integrity to field experiences and clinical practice. Any dishonesty connected with field experience or clinical practice will result in failing the field experience component of the course, failing the course, or denial of admission to the Price School of Education. If the education candidate has already been admitted to the PSOE, dismissal from the program may be the consequence. Any unprofessional behavior in field experience will be reported to the Director of Field Experience and the PSOE Dean.

2. CLASSROOM AND FIELD EXPERIENCE ATTENDANCE/PUNCTUALITY

During each semester, education candidates will be expected to attend all classes and scheduled seminars and to be prompt. For each class absence and/or tardiness, points may be deducted from the course grade. Excessive absenteeism and tardiness may result in a lower grade or being dropped from the class. If an absence is unavoidable, the candidate should contact the instructor as soon as possible via telephone, voice-mail, and/or e-mail. Each candidate is responsible for all material and information discussed and assigned in class, and he/she must make arrangements with a fellow class member to take notes, collect any handouts, and communicate any new or updated course information in the event of an absence.

It is expected that all education candidates will clearly display professional behaviors as course requirements for field experience are met. These professional behaviors include the following: maintaining consistent attendance and punctuality for scheduled field experiences; demonstrating enjoyment of learning and enthusiasm toward working with children; displaying courtesy and civility when communicating and interacting with local school personnel; and exhibiting appropriate dress and appearance for all field experiences.

- A. Candidates must initially contact their assigned teachers within 5 days after they have been notified via e-mail regarding field experience placement.
- B. If an absence is unavoidable, candidates should immediately contact the collaborating teacher and supervisor via telephone, voice-mail, and/or e-mail. It is also expected that any days missed during field experience or clinical practice will be made up by the candidate and clearly documented on the Time Sheet and Verification of Field Experience with Candidate Professionalism Assessment Form submitted by the collaborating teacher at the end of the semester.
- C. Collaborating teachers must mail in the Time Sheet and Verification of Field Experience with Candidate Professionalism Assessment Form directly to the PSOE Director of Field Experience and should never be delivered directly by the candidate.
- D. All field experience and clinical practice placements must be arranged through the Field Experience Office.

3. LEVEL OF CLASSROOM / FIELD EXPERIENCE ENGAGEMENT

The PSOE policy for level of University classroom engagement assumes that all education candidates will proactively contribute to class discussion by offering ideas and asking questions during class time.

For field experience, it is expected that all education candidates will take the initiative to be actively involved from the beginning of the field experience in a variety of school-based activities directed by course instructors, Clinical Faculty, and/or collaborating teachers. Activities may include, but are not limited to, structured observations, teacher interviews, tutoring or assisting individual students, working with both small and large groups of students, assisting the collaborating teacher in class preparation and implementation of instruction, and/or participation in school/agency meetings as directed by the collaborating teacher/supervisor.

4. COMPLETION OF UNIVERSITY CLASSROOM ASSIGNMENTS

It is expected that education candidates will demonstrate their professionalism through the submission of course assignments when the assignments are due. Except in extenuating circumstances, course assignments will not be accepted by any instructor after the due date unless written documented arrangements have been made between the candidate and instructor prior to the due date. If no prior arrangements have been made, it is expected that the candidate will make provisions to submit the assignment on the due date. Additional written documentation must also be provided by the candidate if the reason for the delayed assignment is related to personal illness, illness of an immediate family member, religious holiday, death of a family member, or the request of the collaborating teacher.

5. PROFESSIONAL DISPOSITION

It is expected that education candidates will always display a professional disposition in the University classroom, as well as during field experience and clinical practice in local classrooms. The consistent demonstration of a professional teaching disposition is critical to a candidate's admission to the next stage of his or her preparation program, to the successful completion of the candidate teaching experience during the final semester, and to recommendation for future employment.

The mission of all teacher preparation programs at Reinhardt University is to "produce reflective, problem-solving teachers who respond to the diversity of student needs through differentiated instruction driven by ongoing assessment and adjustments within a nurturing environment."

Evidence of a developing professional disposition includes the following intelligent behaviors:

- A. Learning from experience and showing improvement over time;
- B. Assuming responsibility for decisions and their consequences;
- C. Managing interpersonal relationships in a mature and professional manner;
- D. Listening with empathy and understanding to perceive another's point of view and emotions;
- E. Persevering in tasks to completion, remaining focused, and looking for ways to reach a goal when having difficulty;
- F. Thinking before acting, and remaining calm, thoughtful, and deliberate;
- G. Finding humor in unusual, unexplained, inconsistent, and unexpected situations;
- H. Demonstrating enjoyment of thinking and learning and responding with awe and enthusiasm;
- I. Thinking and working interdependently in order to learn from others in reciprocal situations;
- J. Practicing professional written and spoken communication that is accurate, clear, concise, and grammatically correct;
- K. Reflecting on and assessing one own performance and effectiveness for self-improvement and for making future knowledgeable decisions; and
- L. Displaying characteristics of a lifelong professional learner to deepen one's ability to problem-solve, to make informed decisions, and to enhance employability (e.g., apply past knowledge to new situations, display inquisitiveness, be willing to try new things and explore new and original ideas, be self-directed, risk mistakes, and remain open to continuous learning).

6. SUPPORT OF A PROFESSIONAL LEARNING COMMUNITY

It is a strong belief of the PSOE that behaviors continuously displayed within the University classroom will often reflect how candidates will interact with students, parents, administrators, teaching colleagues, and other personnel within their present field experience and clinical practice placements in their future local schools and classrooms. Therefore, it is expected that candidates will support a professional learning community within the University classroom in order to maintain a nurturing learning environment of care and challenge for all.

Evidence of supporting a professional learning community includes the following consistent behaviors:

- A. Completing course assignments and other assigned field experience or clinical practice requirements in an organized, accurate, and timely manner;
- B. Being prepared for each class session by bringing all materials to class and completing all readings, assignments, and/or presentation materials prior to class time;
- C. Demonstrating appreciation of and compassion for individual differences and backgrounds of all class members;
- D. Developing positive, accepting, collaborative, and inclusive relationships with all members of the class;
- E. Offering assistance and encouragement to all class members;
- F. Listening openly and dialoguing positively about different perspectives expressed by other class members and faculty members;
- G. Refraining from using any electronic devices, such as cell phones or laptop/tablet computers, for personal communication/social media purposes during class time;
- H. Refraining from engaging in personal conversations or other distracting behaviors while an instructor, visiting speaker, class member, or group is presenting to the class;
- I. Choosing wisely what will be discussed in public, private, or online (e.g., Facebook) with other class members, and keeping information to oneself that concerns academic and disciplinary records, personal confidences, health and medical issues, family status and/or income, assessment/testing results, or any other personal or private affairs of any class member or instructor; and
- J. Using appropriate, respectful, professional language at all times.

Note: Education candidates should review each PSOE course syllabus for course-specific penalties related to professionalism expectations. Failure to meet any of the above PSOE Policies for Professionalism may result in denial of PSOE admission or dismissal from the Price School of Education.

The contents of this form were addressed in class, and I understand the PSOE policies and conditions for professionalism listed above.

Candidate Signature

Date

PSOE Course

Attachments/Resources

Apps:

Remind

QR Code

Google Chrome

Google Drive <https://www.educatorstechnology.com/2019/07/40-useful-google-drive-add-ons-for.html>

Ted Ed/Khan Academy

Soundhound

Teacherstarterkit.com

BLIPPAR

Educandy

Ireward Chart

Decide Now

Popplet

Pic Collage

101 Qs

60 Sec Recap

Fake Text

New-O-Matic

Zip Grade

Prezi

Sway

Poll Everywhere

Pinterest

Webquest

Wix.com

Guided Access

Google Form

Joy in the Journey

Aurasma/HP Reveal

Name Selector

Timer Tools

Selector Spinner

Science Netlinks

Youtube Teacher Channel

Biodigital Human

Ivocab

Ed Puzzle
Flubaroo
Newsela
Quizzizz
Go! Animate
MERGE CUBE
Arcademics
Kahoot
Bideo Grabby
Smore
Voice Thread
Airplay
Flip Grid
PlayPosiT
Quizlet
Socrative
Word Read
NearPod
Padlet
Kidblog
Doceri
Flowvella
Quick Key
Chatterpix
Storyboard That
Evernote
Seesaw
Sight words for reading
Class DOJO
TouchCast
Draw and Tell
Padlet
Makebeliefs
Commix
Powtoon
Mathlinks.net
Word Collage
DIY Lake Science (IPAD)
Dropbox
Brain Pop
Dragon Dictate
Desmos Free
Photo Math
Math pix

Team Shaker
SpHere
Ibanner
ChatGPT
SlidesAI.io
Perplexity
Diffitme
Curipod
Frankenbot
Adobe Firefly
Scribehov
Konker AI
Yippity
Quillbot
Canva