



The SAMR Model: Integrating Bitstrips for Schools


<p>Ministry Licensed Resource Title:</p>	<p>Bitstrips for Schools</p>
<p>Description of resource</p>	<p>Here's the OSAPAC link about Bitstrips for Schools</p> <p>Bitstrips for Schools is an educational and safe web service that empowers students to make and share great comics without drawing a line, and lets teachers unlock the educational power of comics.</p> <p>Key Features: Teachers can create engaging assignments in the form of interactive comic strips.</p> <p>Students can create cartoon characters of themselves, which teachers can place in lessons. Students are literally inside their own schoolwork!</p> <p>Students can collaborate on re-mixable comic strips for group work assignments.</p> <p>Teacher-made lessons can be rated and shared with other teachers through Bitstrips' online assignment library.</p> <p>Available in English and French.</p> <p>This software works well with WordQ for students who need help with predictive text or text to speech features and allows for students to add audio narration.</p>
<p>Curriculum Connections</p>	<p>This exemplar is specific to Grade 5 Social Studies The Role of Government and Responsible Citizenship but could be used in any area in which a demonstration of learning is communicated</p> <p>B2.6 communicate the results of their inquiries, using appropriate vocabulary</p> <p>B3.1 describe the major rights and responsibilities associated with citizenship in Canada (e.g., rights: equal protection under</p>

	<p>the law, freedom of speech, freedom of religion, the right to vote; responsibilities: to respect the rights of others, to participate in the electoral process and political decision making, to improve their communities)</p> <p>Language Media Literacy Grade 5 3.1 describe in detail the topic, purpose, and audience for media texts they plan to create 3.2 identify an appropriate form to suit the specific purpose and audience for a media text they plan to create, and explain why it is an appropriate choice 3.3 identify conventions and techniques appropriate to the form chosen for a media text they plan to create 3.4 produce a variety of media texts for specific purposes and audiences, using appropriate forms, conventions, and techniques</p>
<p>The “traditional” classroom practice and approach to the learning goals</p>	<p>Students create a poster using words and pictures to demonstrate their understanding of one of the rights and responsibilities of being a Canadian citizen. The student posters are shared with other students and then displayed in the classroom on a bulletin board.</p> <p>B3.1 describe the major rights and responsibilities associated with citizenship in Canada</p>
<p><u>SAMR</u>: Substitution</p>	<p>Students create a Bitstrips for Schools comic using student created avatars, speech bubbles, and caption boxes to demonstrate their understanding of a Right or Responsibility. ie. the right to vote, the responsibility to become informed and go to the polls on election days. The students share completed comics to the teacher account. The teacher prints them and displays them in the classroom.</p>
<p><u>SAMR</u>: Augmentation</p>	<p>Students use more advanced tools within Bitstrips for Schools to enhance the comic by importing images from the Flickr library, using draw tools to create their own props, and using the comments section to give each other feedback. The students add more creative elements to the work, which then offers opportunities to demonstrate a deeper understanding. The comics are added to the Classroom Gallery for viewing within Bitstrips for Schools.</p>
<p><u>SAMR</u>:</p>	<p>Students prepare a comic strip panel that shows a right that is being denied. Then they share the comic with the class and</p>

<p>Modification</p>	<p>use the comment section to receive input from peers. This input will be in the form of suggested solutions to the dilemma. Students will choose the most appropriate suggestion and revise the comic to show the correct outcome and the corresponding responsibility. ie. someone is denied a ballot, the correction would be to bring proper identification and show it to the Polling Clerk. Students are required to comment on their classmates' works as well. Students are creating digital content for their peers and adding to their classroom gallery of comics.</p>
<p>SAMR: Redefinition</p>	<p>Students use the collaboration feature within Bitstrips for Schools to work with a partner to complete the task. Students are encouraged to research recent or current events that relate to the topic they have chosen. ie. provincial elections and actual candidates. After creating their comic to demonstrate their learning, the comic is downloaded as a .png that can be shared on a website or blog. This changes the potential audience from that of one teacher and one classroom, to the school, parents, or even to other students around the world. Teachers can contact others (politicians, students, experts) to share their students' learning and the questions they may have so that students make a powerful connection to other learners and see themselves as creators, not just consumers, of media.</p>
<p>Considerations for Digital Citizenship:</p>	<p>Search and Evaluation: At the Grade 5 level, Bitstrips for Schools provides a wonderfully rich library of images through Flickr so that students can learn that copyright-friendly images are suitable to use for school projects</p> <p>Rights and Responsibilities/Copyright: If other images are brought into Bitstrips then this provides opportunities to teach students about Creative Commons and appropriate citations using online photo editors</p> <p>Online Presence: Students can learn that when projects are created for the web there are other considerations about safely posting and sharing</p>

Additional Resources/Examples:

Substitution

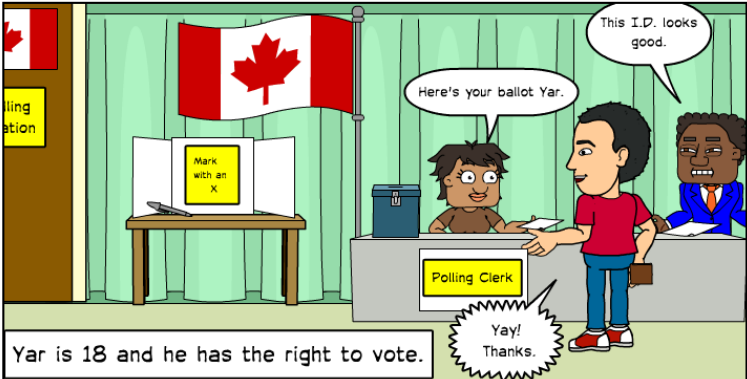


RIGHTS
Every Canadian who is 18 has the right to vote!

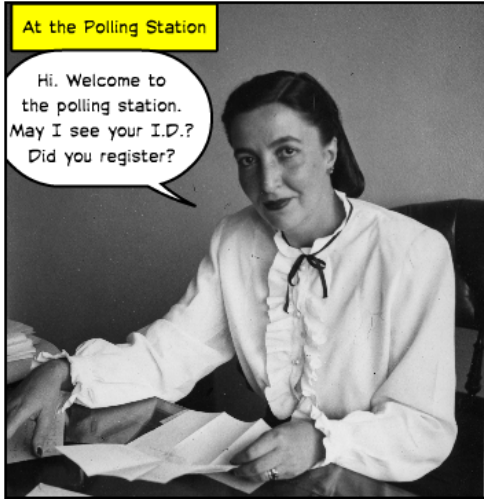
If I want to vote I have to remember my Rights and Responsibilities.

RESPONSIBILITIES
Voters must register and bring proper identification on election day.

Augmentation



Modification



**WHAT SHOULD YAR HAVE DONE A FEW WEEKS AGO?
PLEASE GIVE ME SOME SUGGESTIONS IN COMMENT SECTION.
THANKS!**

Redefinition



comment laugh remix share blog download print flag 2014-05-10 laughs: 2 views: 7

2 comments

[Add a comment](#)



Cleo

I like it Yar. How about if he works for one of the candidates?



Kareem

Maybe he could check his mail for his registration card reminder. And his friend could remind him to bring his wallet with his I.D. Great comic so far!

about a minute ago



Hi Yar, I have an idea! Maybe his friend could have told him about the election and they could have looked at the candidates together.