



The SAMR Model: Integrating Clicker 6

Ministry Licensed Resource Title:	Clicker 6
Description of resource	<p>Clicker is an award winning literacy support software tool that promotes independence for struggling writers and readers. It supports English as a Second Language learners and students with Learning Disabilities with the use of powerful word prediction options that include pic symbols. Teachers can customize the ready-made Clicker sets of a variety of searchable topics as well as easily create their own interactive activities. The ready made Clicker sets and resources from LearningGrids are directly accessed through the Clicker 6 program. The simple user interface and Quick Start menu options are easily accessible for students and lets them become the content creators. Students can create talking books and presentations that include images that are student generated, saved, or from the selection of over 2500 images in the built-in Crick library. The user experience is further personalized with the ability to customize speech settings and save favourite activities.</p> <p>Word prediction features of this software work similarly to programs such as WordQ, Kurzweil, and CoWriter but eliminate the need for a secondary software such as a word processor as it works directly within Clicker.</p>
Curriculum Connections	<p>This learning exemplar demonstrates activities related to Grade 6 Science: Understanding Structures and Mechanisms - Flight.</p> <p>It specifically focuses on a group of students working within an IEP with literacy expectation goals that are set at the grades 1 and 2 level. Relevant accommodations and learning strategies for this task include use of predictive text technology and/or scribe to support written work, use of speech to text software to access content of reading material, use of visual and graphic aids, use of models and hands-on materials, and alternative forms of sharing or presenting their understanding.</p> <p>Note that this exemplar can also be applicable to other subject areas in which a demonstration of learning or explanation of</p>

	<p>procedures is communicated.</p> <p>Grade 6 - Science & Technology: Understanding Structures and Mechanisms - Flight</p> <p>Overall expectation: 3 - explain ways in which properties of air can be applied to the principles of flight and flying devices.</p> <p>Investigation and Communication Skills:</p> <p>2.4 - use technological problem-solving skills to design, build, and test a flying device</p> <p>2.5 - use appropriate Science & Technology vocabulary such as lift, drag, thrust, propel, gravity, glide, float, aerodynamics in oral and written communication</p> <p>Understanding Basic Concepts:</p> <p>3.3 - identify and describe the four forces of flight</p> <p>3.5 - describe ways in which flying devices use unbalanced forces to control flight</p> <p>3.6 - describe ways in which the four forces of flights can be altered</p>
<p>The “traditional” classroom practice and approach to the learning goals</p>	<p>Students participate in classroom experiments and hands-on activities relating to flight (such as creating and testing a parachute and paper airplanes, online simulation activities, creating fruit models, etc.) before creating a “multimedia presentation” to demonstrate their understanding of the four forces of flight and how they can be altered to control flight.</p> <p>Students create posters or visual displays that include text, images, and interesting publishing features that are displayed for classmates to see, possibly in conjunction with an oral presentation in front of peers in a partner, small group or whole group setting. Students use drawn images/diagrams, printed photographs, hand-printed or typed text, and refer to their created work during their presentation. Struggling readers/writers often are supported by peers or adults to read their text during presentation. Occasionally, these students are embarrassed by differences in quality and quantity of produced work being shared.</p>
<p><u>SAMR</u>: Substitution</p>	<p>Students create a poster and use Clicker 6 to develop and print the parts for their display for a polished, professional look. Students type the text using the word prediction and check their work using the speech options, essentially substituting the scribe or need for running both a word processor and predictive text software. Students print images and photographs of class experiments, create hand-drawn images, or choose from the</p>

	2500 images in the built-in Crick library.
<u>SAMR</u> : Augmentation	Students use the picture option with predictive text to support their sentence building. Having visual cues helps them choose the correct word when the “looks right” strategy isn’t enough. The pictures from word prediction can also be included in the text to support the students when reading back their work. The subject-specific vocabulary required for this project can also be added to the word bank for students to easily access and include “flight” words in their explanations. These supports will assist the struggling writer to get the appropriate science content and project ideas shared in their presentation.
<u>SAMR</u> : Modification	With the addition of Click Paint tools embedded within Clicker 6, students can create their own images using paint tools. Students can use these tools to modify their written work with arrows, shapes, and other visual symbols to support their explanations. Students no longer need to use alternative software (such as Sumopaint or Pixie) to create images and upload to Clicker. When presenting, students can show their image on a data projector instead of printing for display. In addition, students can add hyperlinks (to share web resources) and videos to their presentation to make them even more engaging. Students can also use the speech feature within Clicker 6 to have the program read their text instead of the student struggling to read their written work aloud.
<u>SAMR</u> : Redefinition	Students use the Quick Wizard feature and select the matching template to create an interactive matching game to share their learned information. In the past, this strategy typically is reserved for teachers as the process is often difficult and very time consuming. The simple template in Clicker 6 supports students in the creation of the matching cards and allows them to focus on the content and information that needs to go into the project. This strategy allows students to include images, text, videos and other media to demonstrate their understanding in a unique and interesting way that would previously not be possible without significant adult support and coaching. Matching cards can be printed for hands-on repetition, practice, and sharing with face to face audiences.

<p>Considerations for Digital Citizenship:</p>	<p>Critical Thinking and Information Literacy/Creation and Credit:</p> <p>Consideration regarding the inclusion of appropriate media in Clicker docs and sets (i.e. Are the pictures respectful? Do you use integrity by citing sources of media? Is the topic/content of the work kind, show social responsibility, empathy, and/or co-operation?)</p> <p>Digital Citizenship can be considered with respect to the intended purpose or use for the software. (i.e. Does providing students access to template tools and other assistive features of the Clicker software motivate/support students with initiative and character building?)</p>
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Reflections from the author...

In my experience, this tool has been commonly used by teachers to create learning activities for students with high literacy and cognitive needs. Teachers often build learning sets for students based on specific learning needs.

With repeated exposure and experience using the tool and changes in teaching assignments and purposes for using the tool, other possible uses are considered. A shift occurred from traditional uses of the tool towards finding ways to let students take ownership for creating the content.

Also, the simple design and implementation of the software is beneficial and inviting for lower level and early literacy learners. As students mature and advance into junior and intermediate grades, they should become more active and involved in the creation of resources in order to remain engaged and motivated to use Clicker.

Other Resources:

Clicker 6 Training & Support Resources:

<http://www.cricksoft.com/uk/training/clicker-6-training.aspx>

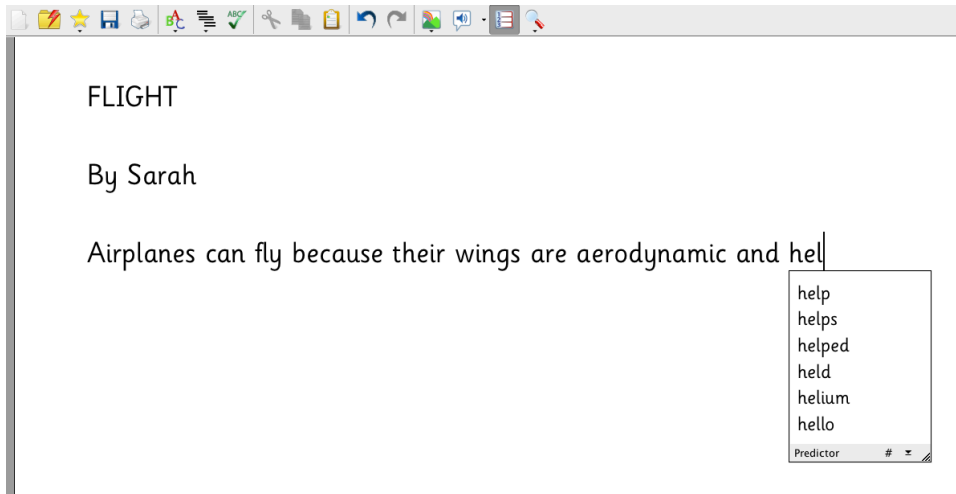
Task Specific Resources:

Online flight simulation activity: <http://ht.ly/w6a2l>

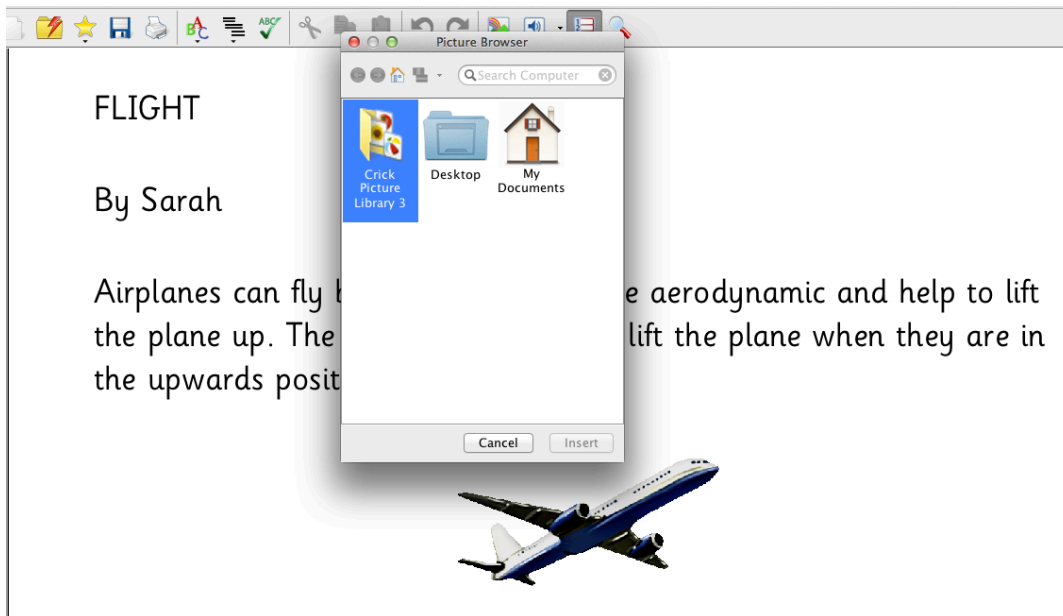
Forces of flight: <http://ht.ly/w6a45>

Screenshots:

Substitution: Using the word prediction to type the text for the poster.



Using the Crick Picture Library to add images.



Augmentation:

Using the subject-specific vocab and instant pictures in the predictor and document.

The screenshot shows a software interface with a toolbar at the top. The main content area displays the word "Flight" in blue. Below it are two small images: an airplane and an elevator. The text "Airplanes lift up because the shape of the wings." is written in blue. Below that, the text "The propeller and engine" is written in blue. A dropdown menu is open, showing a list of terms: "engine", "engines", "engineers", "engineer", "engineered", and "engineering". The menu is titled "Predictor".

Modification:

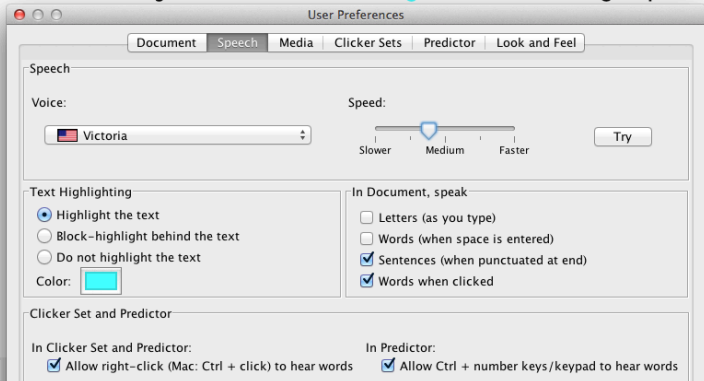
Using the paint tools to create customized graphics.

The screenshot shows a software interface with a toolbar at the top. The main content area displays a hand-drawn airplane in cyan. The text "The WEIGHT pulls it down." is written in black, with "WEIGHT" in red and a red arrow pointing down to the airplane's fuselage. Below that, the text "The elevons help LIFT the plane up." is written in black, with "LIFT" in red and a red arrow pointing up to the airplane's wings. To the right, another hand-drawn airplane in cyan is shown with a propeller. The text "Elevons and flaps create DRAG" is written in black, with "DRAG" in red and a red arrow pointing left to the airplane's wings. Below that, the text "The engine and propeller THRUST it forward." is written in black, with "THRUST" in red and a red arrow pointing right to the airplane's propeller. A "Tools" panel is visible on the left side of the interface.

Using the speech feature to read the written text aloud.

Flight

I learned that flight happens when there is an imbalance of forces acting on an object. When an object is heavy, it needs lots of lift to raise up in the air. An object moves **sideways** when it drags (pushes) or thrusts (pulls)



Redefinition:

Using the Quick Wizard matching template with various program features.

