

STEAM: Cross-Curricular Learning with Buncee



Rachelle Dene Poth

French, Spanish and STEAM Teacher
Riverview Junior Senior High School Oakmont, PA

Introduction

Finding ways for students to be creative and develop technology skills, while becoming empowered in their learning are important themes in classrooms today. Educators want to provide learning experiences that meet the needs and interests of all students. Additionally, educators also aspire to provide the opportunity for students to encounter some challenges and possible risk-taking in their learning experiences. We want students to feel comfortable and confident, but we also want students to feel supported and free to explore new tools and ideas, which enhance learning in ways which become more authentic and meaningful. Buncee is an exciting and dynamic tool that provides all of these opportunities for students.

Finding Our Purpose

When delivering content and creating assessments for students in our classrooms, we need to focus on what the purpose is for students. We have to focus on how this purpose connects to our teaching methods and activities/assessments we facilitate.

There are many questions to consider such as:

1. Is it something that will enhance student learning opportunities in a way that will also provide beneficial information to the teacher?
2. Will teachers be able to identify the strengths and areas that need improvement by looking at what each student has submitted?
3. Does each student have an opportunity to show what they know?
4. Are students able to engage with the material in a way that is personalized, so they are empowered to create an authentic representation of their learning?
5. Most importantly, are we truly creating learning opportunities for students which are meaningful?

I hope that this is the goal for all classrooms today. With tools like Buncee available, I believe that we can say “Yes!” to these questions.

Connecting Our Content

This year, I am excited to be teaching a new class in STEAM called “What's Next in Emerging Technology.” Throughout this class, I have tremendous opportunities to teach students about diverse topics including digital citizenship, virtual reality, digital storytelling, and much more. I am able to teach and integrate so many different tools into the course. Students have the course three days in a six day schedule for an entire year. Since the course is focused on emerging technology, it provides some leeway in terms of content. As I learn of new ed tech tools, I can add them into our curriculum and learn about them with and from the students.

An important part of this experience with this class for me is creating opportunities for learning that are meaningful and connect students with their other content courses.

I want them to develop basic skills with technology and build on the skills they have by enacting the following:

Creating different presentation styles

Understanding digital citizenship

Connecting more in a global society

Becoming empowered in learning

Buncee in Collaborative Action

One approach I have tried is connecting with one of the content area teachers in order to have students complete a project in which they are applying the technology skills from the STEAM course. Then, students can apply the skills to better understand the learning in the content area.

Any time we have an opportunity to connect our courses across content areas, the benefits are tremendous for students. When this occurs, we can enhance skills for communication and collaboration for students. We also offer opportunities for students to be creative and innovative in their designing and representation of their learning when we can make this connection. Furthermore, we empower students in their learning by having choices and also work on the critical relationships that will promote a positive classroom learning environment. We help students to become leaders in the classroom.

I took the opportunity to create a connection by pairing with my students' 8th grade science teacher, in order to complete a Challenge Based Learning (CBL) Project. This particular project was designed for students to work on in groups and conduct a study on Pollution, Indoor Air Quality, and Managing/Conserving Natural Resources. Each student was assigned a specific role, with one of them being the "media specialist" who would create the presentation. Students would create in Buncee as the tool for sharing their CBL findings.

I was excited to have the students begin using Buncee. I knew how much fun I had creating with it for the first time. The students' response from my Spanish classes, when they created in Buncee for their Spanish III and IV projects, were also positive. Creating Buncees really helped my students to connect with the content and be creative with their design and have fun.

Learners to Leaders

For my 8th grade students, I showed them a sample Buncee presentation and then gave them some time to figure out how to use it on their own. I had the students create a short presentation on a trip they would like to take or on a profession they might like in the future. The group really liked being able to add in different stickers and animations, videos and more, which led to such high student engagement. I wanted them to feel comfortable using Buncee. When the time came to create their CBL presentation, they had more time to really make an authentic representation of their findings. Also, my students were able to educate their peers, not just members of the STEAM class, on this fun tool.

There are so many options for students available within Buncee to create presentations that include so many relevant and authentic pieces that bring the presentation to life. Students can record audio to describe and discuss their findings, add a YouTube video to further demonstrate a concept, use features like drawing, uploading files, sharing a link, or simply taking advantage of all the different stickers, animations and other tools provided within Buncee to highlight their CBL findings.

Each student project was unique, and through the use of Buncee, the learning was more meaningful and authentic when connected with the Science CBL. The students were truly creating for a purpose. In the process, they taught others about Buncee, even those not enrolled in the STEAM course. It was definitely learners growing into becoming leaders in the classroom.

The Challenge Based Learning: Indoor Air Pollution and Speck Collaborative Project went so well, that we decided to submit a proposal and we were selected to present at the ABC CREATE 2017 STEAM showcase which was held at Penn State University. The themes for the event were 21st Century Learning Skills and Classroom Implementations of Creative Technologies. It was an event for

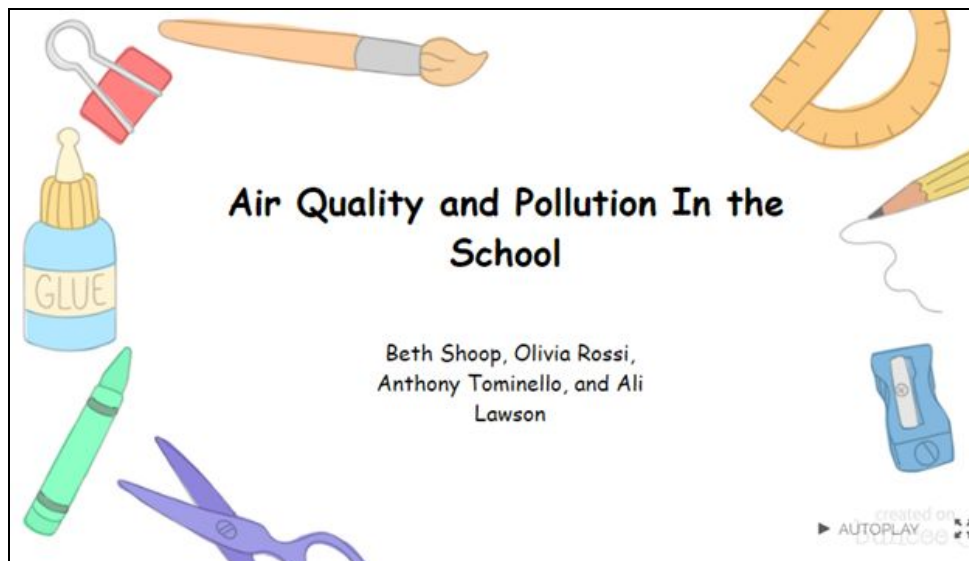
educators from the greater Pittsburgh area to join in and learn about new tools for STEAM. We shared with others our Buncees. Students were able to present at this event on how we connected on this STEAM project. The ISTE Standards were also highlighted as a connection. Most importantly, my students were able to share their stories of how they felt empowered in their learning. All thanks to Buncee!

Reflecting on Our Purpose

As part of the learning process for students and teachers, one of the most important aspects is on reflection and feedback. Teachers need to find out what their students think about using technology. More specifically, teachers need to reflect with students on the tools being used in the classroom. Their feedback helps when planning the next steps and finding more ways to connect across the curriculum and connect the students to each other. I was able to take these steps with my students when it came to introducing Buncee in the classroom.

The students really enjoyed creating their own project with Buncee. Being able to work on a presentation that was useful for two distinct classes was very beneficial. Together we connected their learning and made it a more authentic and meaningful process for everyone by simply having students create with Buncee.

Buncee Examples



<https://app.edu.buncee.com/buncee/DD0AFDF47BCB4224B1DDCB8CD6247CAF>

Process:

Our group did many things to explore the challenge. We asked ourselves about ten questions on the blue matrix paper. We used online resources to answer our questions and to learn a little bit. We also analyzed data collected from the speck. Ultimately, this information helped us find a solution.



<https://app.edu.bunceee.com/bunceee/5665754535fd4026b0a5c9160942f53d>

Implementation

We could reduce books and paper by sharing textbooks with different people in your class.

Next time we order textbooks, we can get CD's because we are using technology more and more everyday and can just change to listening instead of reading.

The Challenge

~Our challenge is to reduce indoor air pollution to improve air quality.




The challenge:



Our challenge was to reduce indoor air pollution to improve air quality. The essential question, though, was how can air pollution affect air quality?

The Problem



 Reduce Indoor air pollution to improve indoor air quality



<https://app.edu.bunceee.com/bunceee/3fd5d85994f4414abd1cf4ceb8c3adfd>

Solution



We would move papers, move the printer to the closet, and move the guinea pigs

