

INTEGRATING TECHNOLOGY AND AREA STUDIES: DISCOVERING CARIBBEAN DIVERSITY

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Integrating Technology and Area Studies: Discovering Caribbean Diversity



- Present subject specific knowledge about Caribbean
- Create inter-disciplinary groups to make connections to the curriculum
- Introduce dLOC as a classroom tool
- Demonstrate and use new technology tools
- Develop, implement and share lesson plans using Caribbean content and new technologies

Collaboration – at all levels



- University of Florida's (UF) Center for Latin American Studies
- UF College of Education
- Florida International University's Latin American and Caribbean Center
- Digital Library of the Caribbean (dLOC)
- Cross discipline working groups for participants

Objectives



- New content and tech skills for the teachers
- Caribbean Diversity Teacher Resource Wiki
- Caribbean Lesson plans available via LAS centers and dLOC
- Video/audio clips available for classroom use

The Literature behind the model



Professional development has the most impact on student learning when its design is long term, tied to the curriculum of the teachers involved, and collaborative. Hiebert, Gallimore & Stigler (2002)

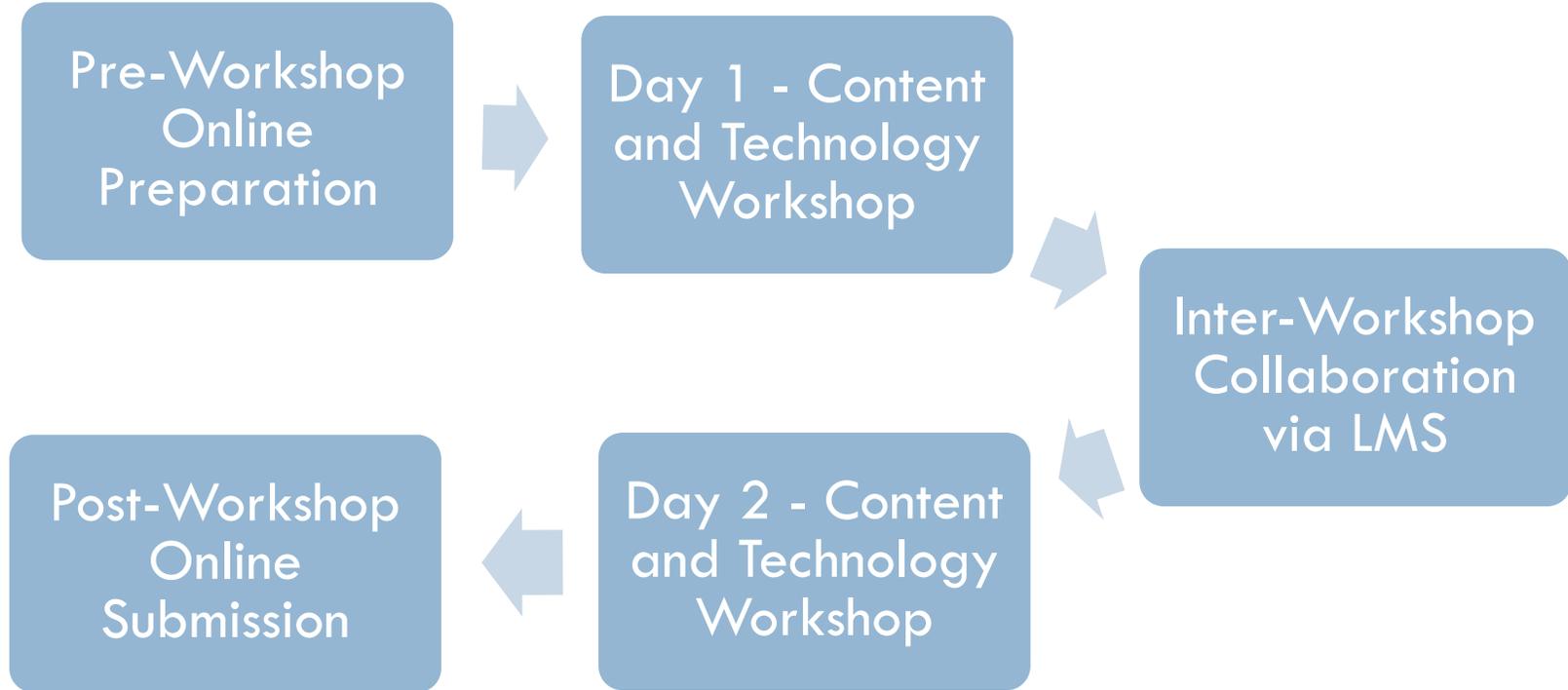
The design component of experiential learning for teachers in professional development serves as a model for them to implement in their own classrooms after they have felt how it has enhanced their own personal learning experience. (Loucks-Horsley, Love, Stiles, Mundry & Hewson, 2003)

The Literature behind the model



The formation of teams of teachers that gather to create standards based lessons while integrating technology allows for the emergence of professionals with a higher comfort and skill level for the application of new tools and is an example of “a best way” to learn to use technology. (MacKenzie, 2001)

Workshop Format



Workshop Breakdown

Intro Readings

Reflection/Posts

- Learning Standards
- Caribbean Content

Participant Intros

Experiment with New Technologies

Access Content for reflection

**Four
Components**

Overview of Culture,
Geography, Literature,
History, Religion

Wordle, Timelines, Wikis,
Etherpad, Google Earth,
Voice Thread

Share Lesson Plans

Peer Review and
Feedback

Sample Content - The Caribbean: A Region in Motion

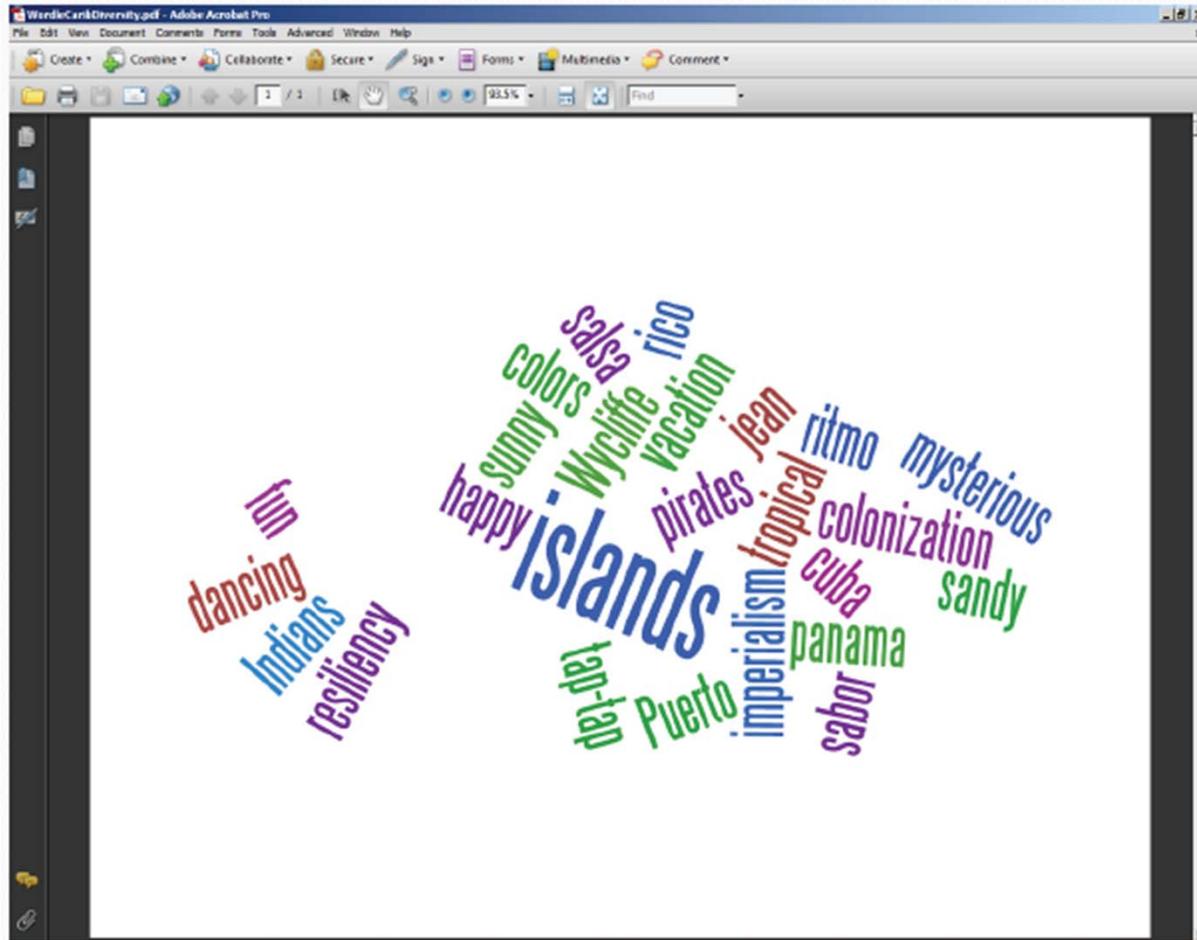
What is the Caribbean? What is a Caribbean? Though there are certainly vestiges of the indigenous presence in the region, the pre-Columbian population was decimated within a few decades of the “discovery”. Thus, the region has been created through movement and the coming together of peoples from all over the globe...Thus, as Haitian anthropologist Michel Rolf-Trouillot states, “Caribbean societies are inescapably heterogenous”, which begs the question: what are the ties that bind its people and cultures?

How does the Caribbean inform our understanding of human cultural diversity? How does it help us to understand the continuities and ruptures that evolve through constant movement and migration? Arguing that hybridity is a key characteristic that binds Caribbean societies and in fact constitutes Caribbean culture(s), this presentation will provide an overview of the peoples, languages, religions, music, ideas, and movements that have occupied, developed in, and emerged from the Caribbean...

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Sample Technology

CARIBBEAN WORDLE



Fuerte De San Felipe

La dominación española de la Fortaleza

Aug 4 1733

El Fuerte de San Felipe se construyó en 1733 bajo el mando de don Antonio de Figueroa y Silva, general de theYucatan, para proteger a la población de Bacalar de los ataques de los piratas del Caribe y de la defensa de la región de acoso por parte de los comerciantes en Campeche la madera. A finales de 1800, durante la llamada Guerra de Castas, la fortaleza una vez más se convirtió en escenario de escaramuzas por la posesión de la de la fortaleza. Muchos invasores diferentes intentó controlar la fortaleza de los españoles, sin embargo, nunca podría tener éxito.

[Click For Full Event Details](#)



www.xtimeline.com

Fuerte De San Felipe

● [La Península De Yucatán](#)

● [Bibliografía](#)

● [La Construcción De San Felipe](#)

● [La Dominación Española De La Fortaleza](#)

● [Los Piratas De Atacar El Fuerte De San Felipe](#)

● [Honduras Británica Y El Fuerte De San Felipe](#)

● [La Primera Guerra De Las Castas](#)

● [La Segunda Guerra De Las Castas](#)

● [Porfirio Díaz Y El Fuerte De San Felipe](#)

● [El Fuerte Es Un Museo](#)

● [Yo Aprendí](#)

Click Here and the
description and
photo pop up!

Feb 9 1517 1575

1633

1691

1749

1807

1865

1923

1981



Sample Lesson Plan – Haitian Independence

Lesson Goals and Objectives

Students will analyze the independence movement in Haiti by creating a timeline and comparing it to American independence.

SSS: SS.B.1.3.1: Understands the world in spatial terms.

SS.B.2.3.5: Understands the geographical factors that affect the cohesiveness and integration of countries.

SS.A.3.3.2: Understands the historical events that have shaped the development of cultures throughout the world.

Background

After the United States declared independence in 1776, Haiti became the second independent country in the Americas in 1804. The independence movements in each country were very different from one another.

Required Materials

Pre-quiz, Online encyclopedia (Grolier's, wikipedia, etc), timerime.com, Haitian Revolution instruction sheet.

Lessons Learned



- Go slowly – the content and the tools are new!
- Model - Create a sample final product as a group
- Be efficient - Link product to district requirements
- Leverage your efforts – make lesson plans or projects available to a larger audience (with trackable statistics)