

Twitter Thread by Suzie Jabarian



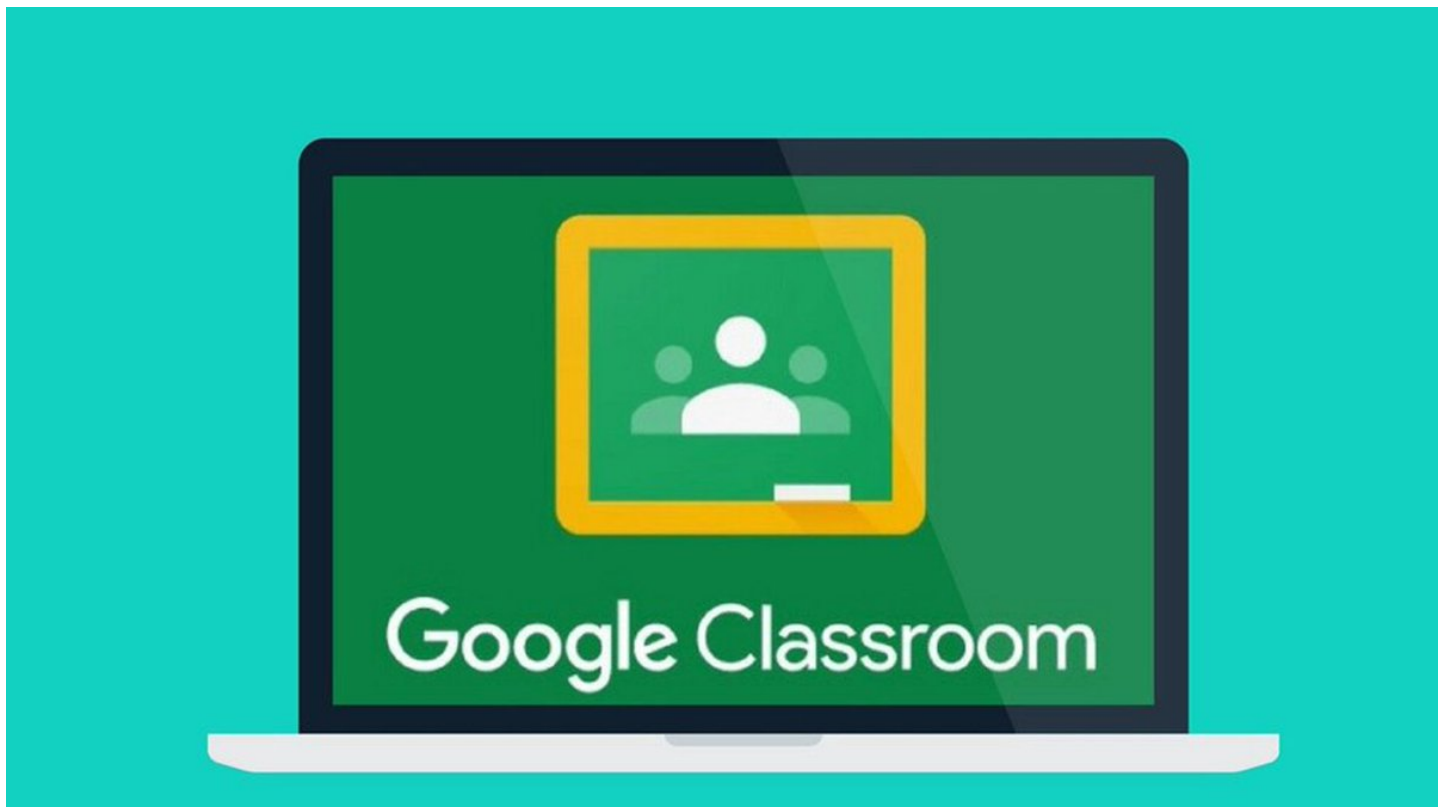
Suzie Jabarian

@SuzieJabarian



*** THREAD ***

Three really useful Google Chrome extensions for Google Classroom.



1■■■

Mote: voice notes and feedback.

This is an efficient tool for recording and posting verbal feedback. Mote is fully integrated into Google Docs, Slides, Sheets and Google Classroom. This makes it incredibly accessible and easy to use.

The mote icon (purple) appears in the 'private comments' box when you view submissions in GC. You simply click on the icon and record. With voice recording one click away, it is easy and quick to use. You only get 30 seconds but this encourages succinct, precise feedback.

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english distance lea...



Grade with Kami ☐

Private comments

Add private comment...

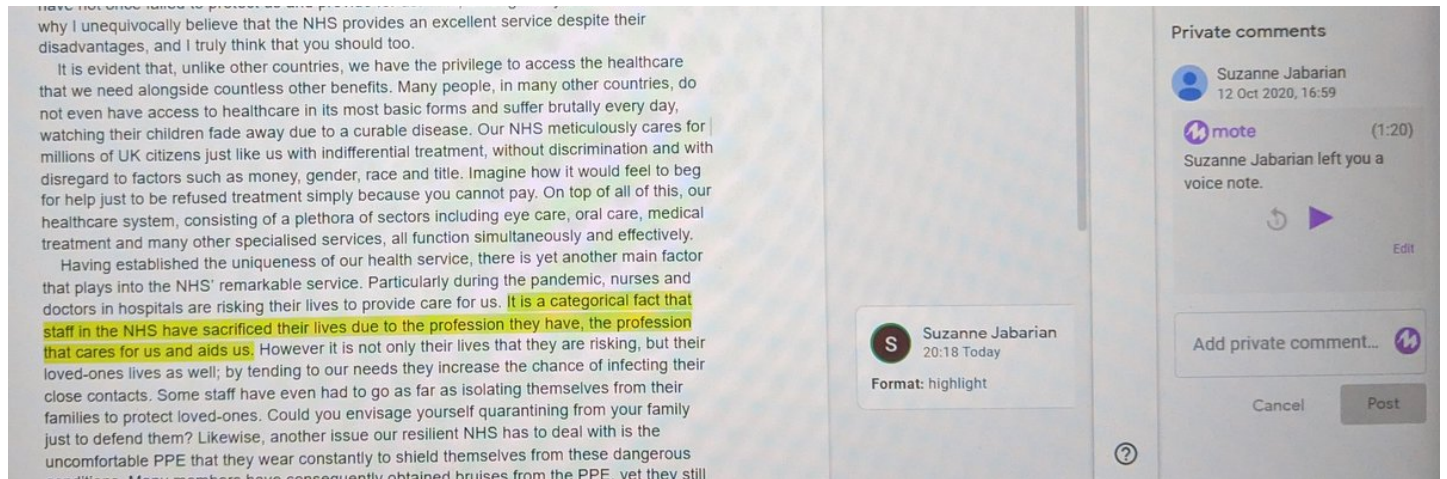


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Post

It's great that you can view the document you are providing feedback on whilst recording. This helps to ensure specificity. For example, you can highlight specific examples from a student's work and then talk through them. This sort of thing

prevents me from waffling, anyway.



There are other benefits too:

- Verbal feedback can be transcribed, with the option to review and change before posting.
- Mote supports transcription in more than 20 languages.

2■■■

Google Dictionary.

This is great. A real game changer for students, I think. Once added as an extension, students can simply double click on any word they do not understand when using Chrome's browser and a definition will instantly pop up.

Because of this, Atwood's novel has an eerie way of always as it turns out, from its first publication through every other followed. When it debuted in 1985, Atwood even took news

the·o·crat·ic

Relating to or denoting a system of government in which priests rule in the name of God or a god.

[More »](#)

character of Serena Joy in *The Handmaid's Tale* is a former t articulates **theocratic** policy suggestions that have now force into a life solely at home: Atwood writes of Serena Joy, "She speeches anymore. She has become speechless. She stays in l doesn't seem to agree with her. How furious she must be, now taken at her word."

*Atwood writes in *The Handmaid's Tale* that Americans have been resettled to "Nation Homelands" in the Midwest*

Though Atwood is Canadian and writing about a later time – Jo writing in *The New York Review of Books*, speculated the book 2005 – she has said the commentary was aimed squarely at the the 1980s, including the rising political power of Christian fund environmental concerns, and attacks on women's reproductive backlash against abortion in the US at the time included a wide propaganda video called "The Silent Scream," a rash of abortion c


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This simple add-on helps to ensure students' attention is maintained, which is particularly important when they are contending with many distractions online. Crucially, students do not need to open a separate tab. This eliminates 'task

switching' which can decrease efficiency.

I really like that pupils can opt to hear the pronunciation of new or unfamiliar words, too. This is an added bonus.

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
If students encounter an unfamiliar word in a Google Slides/Doc that you have shared, they can still easily access the definition without straying from your material. They simply copy the word into a box that pops up when they click on the Google Dictionary icon on the task bar.

tabernacle

Define

Share

S

tab·er·nac·le /ˈtəbərˌnækəl/ 

noun: **tabernacle**; plural noun: **tabernacles**

1. (in biblical use) a fixed or movable habitation, typically of light construction.
 - a tent used as a sanctuary for the Ark of the Covenant by the Israelites during the Exodus and until the building of the Temple.
2. a meeting place for worship used by some Protestants or Mormons.
3. an ornamented receptacle or cabinet in which a pyx or ciborium containing the reserved sacrament may be placed in Catholic churches, usually on or above an altar.
 - a canopied niche or recess in the wall of a church.
4. a partly open socket or double post on a sailboat's deck into which a mast is fixed, with a pivot near the top so that the mast can be lowered.

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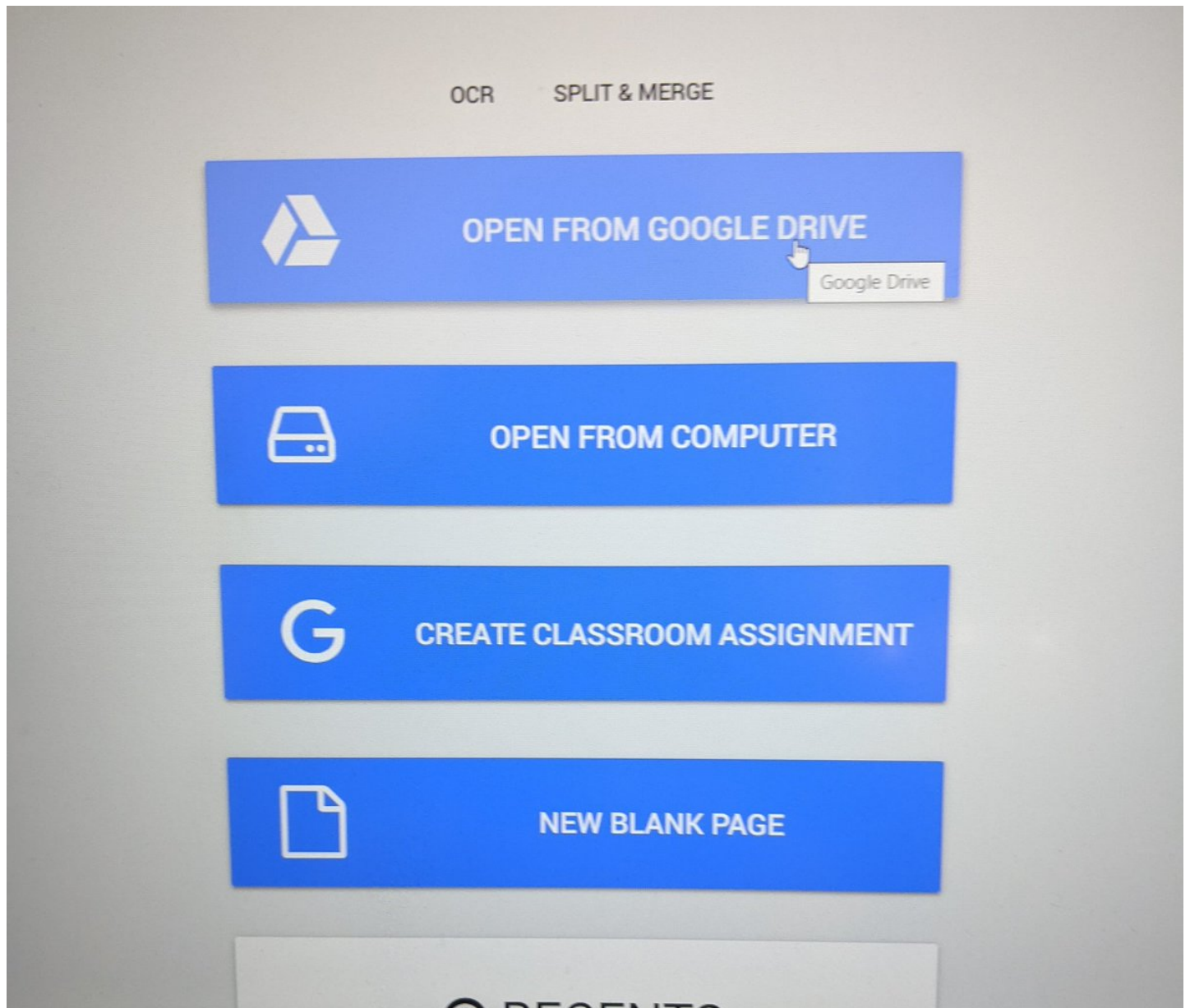
eed had been dead nine
e lay in state; hence his
ay, a sense of dreary cor
eat, to which Bessie and
han near the marble chir
was the high, dark war
of its panels; to my let
een them repeated the

whether they had locked the door; and when I dared move, I got up and went
e. Alas! yes: no jail was ever more secure. Returning, I had to cross before the
ng-glass; my fascinated glance involuntarily explored the depth it revealed.
ooked colder and darker in that visionary hollow than in reality: and the
nge little figure there gazing at me, with a white face and arms specking the
m, and glittering eyes of fear moving where all else was still, had the effect of a
spirit: I thought it like one of the tiny phantoms, half fairy, half imp, Bessie's
ning stories represented as coming out of lone, ferny dells in moors, and
earing before the eyes of belated travellers. I returned to my stool.

Kami

Kami is basically a PDF, document annotation and mark-up tool. It works pretty seamlessly with Google Drive. With a good range of mark up tools, it's great for accessing and annotating PDFs - this can be done live or in advance for asynchronous lessons.

You can click on the Kami icon on the task bar and instantly upload a PDF direct from Google Drive.



With Kami, I don't have to avoid using my PDF exemplar material, nor do I need to spend valuable time typing up responses for annotation. Once uploaded to Kami, I can begin using the wide range of annotation tools available.

e.g.?

it depicts love as bland and rigid, ^{the} juxtaposes the frequent oxymoron used in Browning's poem, making love seem plentiful.

Both texts also use oxymoronic diction. In "How do I love thee?" Browning writes "breath, smiles, tears, of all my life!"; this slows the reading pace, conveying the speaker perhaps getting emotive. The simple nouns "breath, smiles, tears" here also suggest the idea of an unconditional love - one that withstands. Once again, this is one that Browning obviously believed in - running away to Florence with Robert to get married despite her father's wishes, resulting in him disinheriting her.

The oxymoronic diction used in Text C is "the sloppy language, the insignificant gestures". This pre-modified noun phrases act as a direct juxtaposition to Browning's portrayal, the adjective "sloppy" implying lack of care and the adjective "insignificant" again conveying the futility of love in the speaker's eyes. Whilst both texts also utilise phonology, they utilise it differently. Browning's poem contains the sibilant phrase: "My g out of sight", which gives a

SJ Suzanne Jabarian a few seconds ago

This is a good example of explicit use of comparative language. Starting a paragraph this way clearly indicates a FOCUS on comparing the texts.

One thing I really missed early on during remote teaching periods is collaborative annotation. With Kami, pupils can jointly annotate PDFs with ease. As Kami is fully integrated, sharing to Google Drive and then Google Classroom is simple.

Sharing

To share this file you need to upload it first

Upload to Google Drive

Upload to Kami Cloud

Most exemplar material (for English anyway) is long. Kami enables me to chunk annotation tasks like I would if I were in the classroom. For example, I can predetermine the focus for annotation and direct students to focus on annotating specific parts of an exemplar.

title, ^{+ context} speaker, purpose, general
intention

What makes this an effective introduction?

1. Love is presented very differently in 'Written on the Body' by Jeanette Winterson compared to (Text C) compared to 'Sonnet 43: How do I love thee?' by Elizabeth Barrett Browning. The differences start in the titles, "~~the~~ Sonnet 43: How Do I Love Thee?" is an interrogative and an opening for her following declaration of love. Elizabeth Barrett Browning was a romanticist, who traditionally talks about a pure and idyllic love - which is what she believed she had with her husband Robert. This is also written in the form of a Shakespearean sonnet, emphasising the concept of a traditional love declaration.

On the other hand, Text C is titled 'Written on the Body'; applying this to love we can already pre-empt that this

Students can easily post replies to annotations. Likewise, teachers can reply to their students' ideas. This opportunity for dialogue makes it a truly collaborative tool, which I like. I find this ideal for smaller classes, to be honest - such as AS or A2 classes.



Suzanne Jabarian

a few seconds ago



This is a good example of explicit use of comparative language. Starting a paragraph this way clearly indicates a FOCUS on comparing the texts.

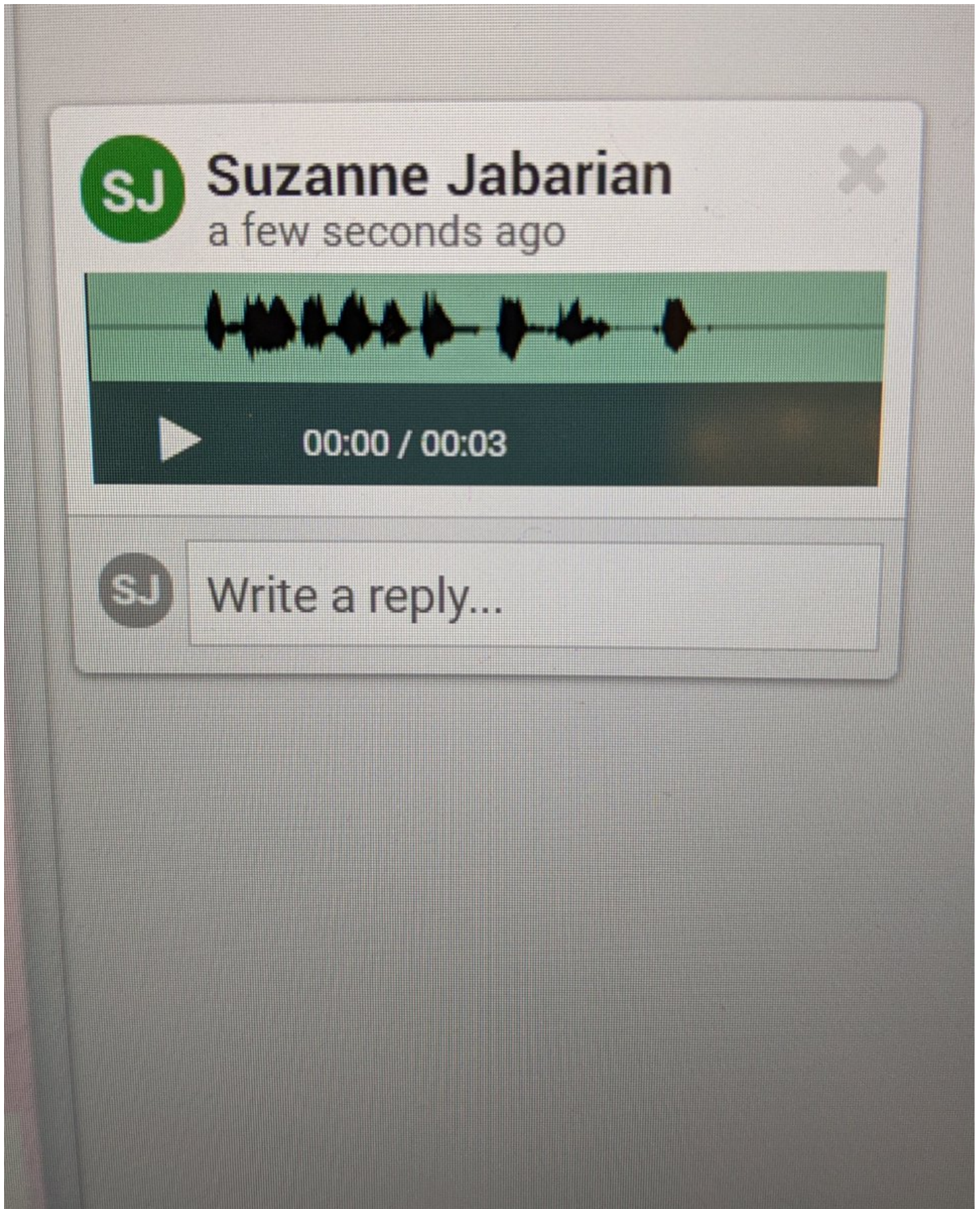


Suzanne Jabarian

a minute ago

STUDENTS can reply!

You don't even need to type annotations because you can just as easily - with one click - post voice notes.



Kami has lots of other features. For example students can just as easily collaborate on a blank sheet similar to Jamboard. I've only recently begun using Kami, though, so I'm still a novice.

#remoteteaching
#GoogleClassroom
#edutwitter
#education