

2006 PD Opportunity Calendar

Feb 20-24 Linux Week @ CACES
March 8 Tech Coordinators meeting
on ePortfolios
March 15 SpEd Workshops @ SERESC

March 23 Digital Camera SuperThursday/ MITI
March 30 Reading Pen SuperThursday/MITI
April 3 – 7 Annette Lamb PD Series @ LESCNS
May 18 Geocaching SuperThursday/MITI

Annette Lamb/LESCNS/PD Centers WORKSHOPS April 2006 (see article on page 3)

If you have questions regarding the specifics of the workshop or workshop logistics, please contact the respective center director as noted below where your workshop is being offered. SEE COURSE DESCRIPTIONS ON PAGE 6.

Monday, April 3rd

Host: NCES – North Country Education Support Center

AM Session:

The Technology Storm: Fun and Frustration in the One Computer Classroom

PM Session:

E-photography to E-scrapbooking: Thinking, Test Scores, and Beyond

Contact: Matt Treamer or Lori Langlois

603-466-5437 or matt@ncedservices.org or

lori@ncedservices.org

Tuesday, April 4th

Host: GMPDC - Greater Manchester Professional Development Center

AM Session:

Open the Door to Learning: Reading, Writing and Technology Rich Across the K12 Curriculum

PM Session:

The Technology Storm: Fun and Frustration in the One Computer Classroom

Contact: Chris Nelson

ph 603-628-6144, fx 603-628-6130 or cnelson@mansd.org

Wednesday, April 5th

Host: SPDC - Seacoast Professional Development Center

AM Session: Web Walking: Developing Practical Web-Based Course Materials

PM Session: Keeping it REAL: Relevant, Engaging, Authentic Learning through Effective Technology Integration

Contact: Rick Chretien

603-775-8693 or rchretien@sau16.org

Thursday, April 6th

Host: CACES - Capital Area Center for Educational Support

AM Session: E-photography to E-scrapbooking: Thinking, Test Scores, and Beyond

PM Session: Transforming Classrooms: Using Assessment Data to Enrich the Learning Environment

Contact: Kathy Malsbenden

603-753-6583 or kmalsbenden@mv.k12.nh.us

Friday, April 7th

Host: SWNHESC - Southwest NH Educational Support Center

AM Session: Energizing Your Program:

Collaborating Across the Curriculum

PM Session: REAL I-TOTEMS

Contact: Bev Straneva

603-357-0101 or bstraneva@sau29.org

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Connections is published four times a year and is mailed free to NHSTE members.

Production by A Graphics-Design & Print Source, LLC • a-graphics@comcast.net



Information and descriptions of these events
can be found at: www.nhste.org

Connections Newsletter

c/o NHSTE

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PD Follow up

By Meghan McPhaul
m_mcpaul@verizon.net

If you're looking for professional development opportunities to follow up on what you saw and heard at November's McAuliffe conference, NHSTE – in conjunction with learning centers throughout the state – has a number of options coming this spring and summer.

Both Annette Lamb, the conference's keynote speaker and a specialist in integrating technology into classroom teaching, and Madalaine Pugliese, a McAuliffe speaker and expert in assistive technologies, will return to New Hampshire for a series of workshops.

"A large group format such as the conference ... [is] a great way to introduce ideas and build enthusiasm," Lamb said. "However, there's nothing like a focused, intensive, face-to-face workshop to really build skills and confidence."

The skills Lamb helps teachers build are based on incorporating technology into regular

classroom teaching. Staying on top of the latest in technology is a real challenge for teachers, especially as their students become more and more technologically adept.

Lamb and her husband Larry Johnson went on the road, literally – they live in varying locations from a 38-foot motor home – as educational consultants in 1998. Her workshops are aimed at finding "ways to balance the demands of standards with the need to nurture happy, healthy, enthusiastic children and young adults who love learning."

"Students are feeling increasingly comfortable using technology as a tool for reading, writing, and learning," she said. "The problem is providing teachers time to explore, plan, analyze, reflect, and share their teaching and learning materials and strategies."

Lamb said she works with educators to fit technology into their own teaching styles and to use "technology-rich activities" to engage students in critical and creative thinking. Her workshops vary from specific issues – like using limited classroom resources – to particular

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HomeworkNOW

By Meghan McPhaul
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In 1996 two cousins – one completing a student teaching assignment to earn a degree in elementary education, the other a computer science major – merged their ideas and career paths to create HomeworkNOW.com. Ten years later, their program is used by teachers, students and their parents in more than 1,000 schools across the country and beyond as a tool to share classroom information and school assignments.

The principle behind it all, said Patrick Capone, the former student teacher, was "to take the traditional homework assignment book and bring it into the next generation" in a way that would be affordable for school districts and teachers.

Both Capone and his cousin, Nick Rago, are New Hampshire natives who graduated from Winnisquam High School and went on to earn degrees from Plymouth State University. Their "next generation" assignment book allows teachers to post a diversity of classroom

A New Hampshire
success story:
HomeworkNOW.com
celebrates 10 years

information online. Students and parents may then access that information through a variety of means, including home computers, cell phones, or BlackBerrys. Capone and Rago are also working toward providing HomeworkNOW.com access through interactive television.

Sound high-tech? Well, to the extent that HomeworkNOW.com uses Web and wireless technology, it is. But the program is also user-friendly.

"It's extremely easy to use," Capone said. "If you know how to use some type of word processing program, you can use HomeworkNOW."

With Capone focused on curriculum and Rago on the more technological aspects, the two have continually made improvements to HomeworkNOW.com, and their business has grown steadily. Capone said HomeworkNOW.com has really become strong in the past few years. Much of the growth has been simply through word of mouth, he said, "just from teachers using it and passing it on to other teachers."

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A Newsletter for
Technology Using
Educators



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Letter from the President

by Sonja Gonzalez
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Happy New Year! Seems like forever ago that we celebrated the end of 2005 and began 2006.

NHSTE had a great year in '05. The Christa McAuliffe Technology Conference increased attendance to its excellent keynote, session and MITI offerings. Cyndi Dunlap, our veteran CMTC Chairperson, summarizes the conference on page 4 and is ready to accept ideas and volunteers for the 2006 show. The MITI extension sessions for GPS and digital camera are scheduled (see page 8) and more information on those will be coming soon.

NHSTE also had several speakers and professional development opportunities offered in conjunction with the LESCNs and SERESC. We continue those this year with the Annette Lamb series coming in April (see page 3 for more info) and on March 15, SERESC will host another Assistive/Adaptive Technologies workshop with Madalaine Pugliese.

In 2006, we anticipate changes in the NHSTE board, and we will be looking for some new people to assist us. The first one hits close to home for me: the manager of Connections. This is a great position for someone who is interested in finding out about NHSTE and how it all works.

The NHSTE manager is responsible for brining each issue together, but by no means has to go it alone. Here's what the job entails:

1. Gather articles: We have a staff writer, Meghan McPhaul, who generally writes 2 lead articles. Our board members help determine the focus for those articles and provide leads. Board members also contribute articles for each newsletter.
2. Prep articles: The manager reads and edits articles, and, for articles that need it, edits formatting like removing hyperlinks or PDF markup (easily done with Word or OpenOffice.)
3. Determine article location: The next step is to organize what will go on each page, which determines the flow of the newsletter.
4. Send everything to designer: From here, all is sent to a layout designer who puts it all together. She will generally create two drafts before it is ready for approval, which the manager determines. Once approved, the designer sends it to the printer, who then sends it to the mail prep company who labels, stamps and delivers the newsletters to USPS.
5. Membership list to mail prep: While the design and printing is occurring, the manager gets the most recent membership data to the mail prep company. This is easily exported from our list database.

So that's our process. It doesn't take experience or expertise to do, just dedication and time. The job can certainly be shared between people to lighten the load. It is a gratifying position, with tangible results at the end of each "push" of work. It is also a place where your creativity and insight can make a difference: you can make changes to improve Connections and make an impact on technology education across New Hampshire.

Please consider working at this Board position for us. And contact me with questions or information on how to get involved.

Annette Lamb Presents at New Hampshire's LESC Professional Development Centers in April 2006

The LESC/NHSTE Partnership

NHSTE, in partnership with New Hampshire's LESC professional development centers, is sponsoring Annette Lamb's New Hampshire tour the first week of April 2006. Workshops will be held in Gorham, Manchester, Keene, Penacook, and Exeter as listed in the schedule below.



Annette Lamb is a national leader in the area of effective and engaging curriculum and technology integration. She provides teachers with a host of ideas for incorporate technology in the classrooms in ways that develop these core content

standards. Annette was most recently here in New Hampshire as our Wednesday keynote speaker the 2005 Christa McAuliffe Technology Conference, we are lucky she is coming to back to New Hampshire. This is a WIN-WIN partnership for NHSTE, the LESC professional development centers, and educators within the area.

Dr. Annette Lamb has been an elementary library media specialist, computer teacher, and professor of education. She is currently a Visiting Professor at Indiana University - Purdue University at Indianapolis (IUPUI) teaching online graduate courses for librarians and educators. As president of Lamb Learning Group, she also writes, speaks, and conducts professional development workshops, presentations, and keynotes throughout North America, focusing on ways to more effectively integrate technology into the classroom. Her popular website, www.Eduscapes.com, includes a wide range of award-winning, free resources for educators, including 42explore, Teacher Tap, Literature Ladders, Activate, Naturescapes, and Multimedia Seeds.

She is well known for her realistic approaches to technology integration. In addition to working on state and national-level grant projects, she enjoys spending time with administrators, teachers, and individual school districts and universities working on practical, technology-rich approaches to teaching and learning.

Annette received her Ph.D. in Educational Technology from Iowa State University. Her roots in library, media, and technology are reflected in her passion for interdisciplinary approaches, reading and writing across the curriculum, and using a variety of resources, from books to the Internet. Her numerous articles and over a dozen books, including *Building Treehouses for Learning*, are valuable resources for educators. Her latest book is titled *Catching the Best of the Web*.

She loves to share her ideas with others. For more information about Annette Lamb or her workshops you are encouraged to visit her website at <http://eduscapes.com>.

General Workshop Details

- The cost for each 3-hour session is \$50.
- AM sessions at NCES and SWNHESC run from 9:00 a.m. to 12:00 a.m.
- AM sessions at GMPDC, SPDC, and CACES run from 8:30 a.m. to 11:30 a.m.
- All PM sessions run from 1:00 p.m. to 4:00 p.m.
- You may attend either one or both sessions.
- Registration is first come, first served. The professional development centers can host from 25 to 35 participants per session depending on location.
- Light refreshments are included as a component of your \$50 registration fee.
- Lunch is NOT included in the workshop cost, 60 OR 90-minutes (depending on site) is allotted for a lunch break, participants are responsible for their own lunch if staying the full day.

Registration for each session will close one week before each workshop, so the schedule for registration deadlines follows:

- 3/27 for the 4/3 workshops
- 3/28 for the 4/4 workshops
- 3/29 for the 4/5 workshops
- 3/30 for the 4/6 workshops
- 3/31 for the 4/7 workshops

If you have any questions regarding the registration process for these workshops, please contact Yvette via email office@nhste.org or phone 866.753.4479 (toll free).



2005 Christa McAuliffe Technology Conference Attendance Increases by Nearly 400!

Christa McAuliffe Technology Conference (CMTC) attendance has been growing steadily after the dip following the tragedy of September 11th. This year we made a significant rebound of nearly 400 additional participants over 2004. This is good news for all concerned. It confirms that 1) the partnership between NHSAA and NHSTE continues to be a winning combination, 2) major conferences are an important component of state, district, and individual professional development plans, and 3) teachers are acknowledging the need to enhance their technology skills to keep up with the generation of “digital natives” invading today’s classrooms.

Highlights of CMTC 2005 Offerings . . .

Our keynote speakers, Marc Prensky, Annette Lamb, and David Thornburg started each day with engaging and enlightening presentations to set the stage for the rest of the day. We would like to thank New Hampshire Public Television (NHPTV) for taping each keynote speaker and making them available via video streaming. If you were not able to attend these keynote session and would like to, follow these simple directions:

- 1) Go to the CMTC conference website at www.nhcmtc.org
- 2) Click on the words “Web Streaming” from the home page (by the yellow starburst that says NEW).
- 3) You will need the RealVideo application to view the presentation. Download the free viewer right from the conference website if you need to.
- 4) Enjoy our CMTC 2005 keynote presentations at your leisure.

By the way, if you did not get enough of Annette Lamb and her great ideas in December, she will be returning to New Hampshire the first week of April. NHSTE and the LESCN professional development centers will be hosting Annette for a total of ten hands-on workshops. More detailed information and registration forms are located at the NHSTE website, www.nhste.org.

Concurrent sessions and hands-on workshops on open source software and the Linux operating system were a HUGE hit this year. Many New Hampshire schools are finding ways to stretch their technology dollars by taking advantage of open source solutions. Myths and concerns of participants were put to rest by New Hampshire educators sharing their actual experiences. Check the NHSTE website, www.nhste.org, for more workshops on open source solutions and Linux. It appears the wave has just begun!

Early-bird MITI workshops sent participants home with either a digital camera, iPod, or ReadingPen. These

hands-on workshops that include the teaching/learning device as a component of the registration fee continue to be very popular. The structure of these workshops supports the pedagogy of learning by doing and having resources available for immediate and continued practice that leads to mastery. NHSTE will be offering follow-up workshops on all three devices in 2006. We are waiting for Griffin Technologies to release an updated iTalk device for the iPod video. They tell us it will be soon. Check the NHSTE website, www.nhste.org, for more MITI workshops in 2006.

Thursday brought a new audience to the conference with the Adaptive/Assistive Technologies strand. This strand included hands-on workshops, concurrent sessions, exhibitors, and the Share-A-Thon all highlighting adaptive/assistive technology strategies and solutions. These solutions are frequently the answer to helping underachieving and challenges students reach their full potential.

The planning begins shortly for the 2006 Christa McAuliffe Technology Conference. If you would like to be on the planning committee or just have suggestions for either topics or presenters please send your thoughts to Cyndi Dunlap, NHSTE CMTC Chairperson at cdunlap55@comcast.net.

PD Follow up by Meghan McPhaul - *from page 1*

technologies like digital photography or blogging. A teacher leaving one of her workshops, Lamb said, will have the tools and ideas to immediately begin working more technology into his or her classroom activities.

Lamb is scheduled to conduct workshops in learning centers throughout the state in April. Educators who are interested in participating are encouraged to contact their local LESCN or NHSTE to relay what type of workshop they’d like Lamb to conduct. For more in formation on Lamb’s work, visit www.eduscapes.com.

Pugliese’s work focuses more on using technology to assist learners with special needs. Pugliese is the program director for the Assistive Special Education Technology at Simmons College and the creator of Stages, a framework that helps educators define students’ learning abilities.

“The goal is always curriculum. The goal is that all kids learn better,” she said. “My field strives to make that happen.”

Her Stages framework is the result of 10 years of research, and a project that is ongoing, she said. The framework helps educators identify what an individual student’s needs are and develop a “custom prescription” for assistive technology to help that student progress.

Pugliese said she began her research with a focus on learners with “intensive special needs” – children who cannot speak, for example. Stages is based on competency,

not on a student's age or grade level and "takes advantage of computers and adaptive technology." As students play games, a computer corrects and analyzes data to measure learning competency.

As more and more educators use the framework, however, it is being extended to special education students who are not severely challenged, but have language issues or behavioral barriers.

"You could knock me over with a feather with the kinds of uses we're seeing," she said.

Her work, Pugliese said, also helps schools meet the standards of No Child Left Behind and the Individuals with Disabilities Education Act, where the focus is on all students working in a regular classroom setting.

"We're all moving toward differentiated education in the classroom," she said, noting that the most effective teaching involves regular classroom teachers and special education teachers working together. "I think it's important for people to work in teams. That's the way real classrooms work today."

Pugliese will conduct a series of two-day workshops. In the first two-day workshop, Pugliese will show educators, stage by stage, how to use Stages to assess students and find curriculum software suited to their specific needs. Those who have completed the first workshop may opt to continue with the second two-day series. The second workshop, Pugliese said, is geared to educators who support the classroom teacher – technology coordinators, assistive technology specialists, diagnosticians – and goes further into implementation of the software of Stages.

"They need to understand what the teacher is trying to do," Pugliese said. "This is a very different use of technology."

For more information on Stages and Pugliese's work, visit www.assistivetech.com.

To learn more about professional development opportunities offered through NHSTE, visit the professional development page on the NHSTE Web site: www.nhste.org/pd/superthursdays.

HomeworkNOW by Meghan McPhaul - *from page 1*

As their business has grown, Capone and Rago have remained dedicated to keeping HomeworkNOW.com simple – and keeping it affordable for school districts and teachers to use. Rather than selling ads for their Web site or charging a high user fee, the HomeworkNOW.com guys have partnered with communication companies like Sprint, Cingular, and Verizon. Those companies, Capone figures, are making money whenever students or their parents use a cell phone or Internet connection to check assignments on HomeworkNOW.com. So, the large companies kick in some of the funding required to keep HomeworkNOW.com in operation.

"We want to stay true to our roots. We view this as an educational institution," Capone said. "In order to be successful with [schools] we need to be inexpensive... We're not trying to make huge amounts of revenues through the schools."

The annual fee to use HomeworkNOW.com is \$195 for a school, with an unlimited number of teachers using the program, and \$19 for an individual teacher whose school doesn't subscribe.

For many teachers who use HomeworkNOW.com, that's money well spent.

"The idea of posting [classroom news] online was an attempt to give folks another option for staying informed," said Maria Knee, a kindergarten teacher at Deerfield Community School who is in her third year of using HomeworkNOW.com.

Knee said she sends a weekly classroom newsletter home to parents, but posting the same information through HomeworkNOW.com allows parents who don't live with their children and parents of kids who miss school for vacation or health reasons to keep up with classroom happenings. It also provides a forum for communicating with former students and with parents whose children are preparing to begin kindergarten.

The ease of using HomeworkNOW.com and the fact that the site doesn't contain any ads are key points for Knee.

"I had tried to maintain a Web site and that just didn't work – too much maintenance for me to keep up with," she said. "Plus the Web site service had advertising, and I didn't like that at all."

Parents may contact Knee via e-mail through her HomeworkNOW.com site. She also uses the program to post permission slips and to provide links to other relevant Web sites.

"My main goal for the site is to connect families to our classroom and to give them another way to talk with their child about what is happening at our school," she said.

Teachers may update their HomeworkNOW.com sites as often as they wish. Knee posts new information about once each week. Teachers who use the site to post regular assignments generally update information more frequently, but some post a month's worth of assignments at a time, allowing students to plan ahead. Beyond offering teachers one more communication tool, HomeworkNOW.com is beneficial for both students and their parents.

"Students seem to like knowing what is tentatively planned," said David Kelly, a high school science teacher at Pembroke Academy. "Parents like knowing what is going on."

Kelly, who started using HomeworkNOW.com this year, said he also uses his site to post information for the school's robotics team, for which he is an advisor.

Continued on page 7

Individual Workshop Descriptions

The Technology Storm: Fun and Frustration in the One Computer Classroom

Do you feel like you're in the middle of a technology storm without an umbrella? Although many schools have computer labs, portable laptops, and multiple classroom computers, some teachers are still dealing with a single computer in the classroom or a few old machines. Frustrated teachers ask, "What can I do with just one computer?" This workshop explores ways that teachers and students can use the computer in a large group setting to assess, present, access information, communicate, and produce and publish. It also examines how to use the computer as a teacher productivity tool and set-up a learning center. Finally, the workshop will explore integration, management, and technical issues.

E-photography to E-scrapping: Thinking, Test Scores, and Beyond

Use your digital cameras, computers, and real-world experiences to promote deep thinking and increase test scores too! In this workshop, you'll try out lots of practical ideas for creating powerful, time-saving assignments such as digital scrapbooks and photo journals that promote reading, writing, and content-area thinking. Learn strategies for using the tools you already have in new ways and have fun at the same time!

Open the Door to Learning: Reading, Writing and Technology Rich Across the K12 Curriculum

Reading opens the door to learning across the curriculum. In this workshop you'll learn to integrate standards-based, technology-enhanced reading and writing experiences into your curriculum; incorporate authentic, online primary source materials; and connect reading with web-based resources and activities including literature circles, collaborative projects, and blogs. Explore practical strategies to address essential skills, differentiate instruction to meet individual needs, and promote a love of reading.

Web Walking: Developing Practical Web-Based Course Materials

Are you overwhelmed by the prospect of integrating web-based materials into your courses? Do your distance learning materials need pizzazz? Are you frustrated by the endless list of constantly changing software and hardware options? Rather than chasing after the latest technology, this workshop will emphasize practical approaches to developing useful web-based course materials. The turtle won the race by walking, not running! Effective distance education programs begin with the careful creation of quality course materials. This workshop will explore a variety of techniques for incorporating existing web-based materials into your courses, as well as developing new instructional materials. Addressing the individual learning styles of students is critical in developing effective online courses. The workshop will examine strategies for building meaningful online activities and assessments that meet the needs of different types of learners. From authoring tools such as WebCT to programming languages such as JAVA, there are many ways to build web-based courses. Regardless of the tools you choose or your level of technical expertise, the steps in designing and developing specialized single pages, web-based courses, and web sites is the same. The workshop will end by exploring the keys to an effective web-based course.

Keeping it REAL: Relevant, Engaging, Authentic Learning through Effective Technology Integration

This workshop explores technology-rich resources and activities that promote meaningful, standards-based learning. Discover ways to challenge students through real-world assignments that require little prep time, but promote creative and critical thinking in your subject area. Use technology to transform your classroom and meet the needs of today's multi-sensory learners. Regardless of your subject area or technology skills, you will find lots of practical ideas to engage your students.

Transforming Classrooms: Using Assessment Data to Enrich the Learning Environment Testing, testing, and more testing...

... does all this focus on assessment really lead to higher achievement? The answer is no... unless you're using the test results to transform the teaching and learning environment in your classroom. Learn to create and implement a project-based learning environment with your students, reflect on the experience, and revise your approach and materials by focusing on topics, testing connections, techniques, and technology. This workshop will help you address some of the following questions: How can test results help you impact teaching and learning? With large class sizes and limited time, what are realistic expectations? How can technology engage students in meaningful learning experiences?

Examine your existing instructional materials in-depth and identify ways that they can be enhanced by: focusing on essential questions and content, building testing connections, incorporating proven teaching and learning techniques, and integrating effective technology tools and resources.

Energizing Your Program: Collaborating Across the Curriculum

While reading, writing, and mathematics are tools for expressing and understanding ideas and information, curricular areas such as art, music, health, and physical education inspire students to be active and creative. From books and blogs to GPS and video projects, this session stresses practical strategies for collaborating with teachers across the curriculum to address standards, as well as promote a passion for learning.

REAL I-TOTEMS: REAL I-TOTEMS covers seven essentials of successful technology-rich learning. To bridge the digital divide and address our diverse student population, apply the I-TOTEMS of technology-rich learning: information, time, opportunities, tools, experiences, motivation, and strategies. This session examines specific technology resources and tools, including blogs, which can be used to facilitate life-long learning and promote information fluency in K12 students across content areas. What if education helped students learn to make informed decisions? What if it taught the art of learning? Let us provide students with I-TOTEMS to help them connect their personal world with the global world. If you want an easy way to promote thinking, address standards, and promote collaboration, blogs are the hottest new way to promote reading, writing, and thinking in all content areas and grade levels. Blogs, podcasting, digital images and video, and quality web resources are just a few of the technologies available in today's schools. This workshop explores a wide range of innovative technology-rich resources and activities that challenge students through real-world assignments that require little prep time, but promote creative and critical thinking in your subject area.



iPod in the Classroom... It's Not Just for Podcasting

by Marie Knee
mknee@sau53.org

As anticipation mounted for the NECC 05 Premiere Podcast Party to begin, I was pressed flat against the wall, in the packed to capacity room. My excitement was less about the podcasting event and more about something else. I scanned the room, not quite sure what I was looking for and then there it was. "It's him, David Warlick, talking to his iPod!" That was why I was there - to see the iPod and Griffin iTalk microphone used for digital recording. My head was spinning!

The spring before NECC, I heard about using an iTalk with an iPod and began to imagine ways to use this technology in my classroom. I researched how others were using iPods in education and found it was mostly for podcasting. Watching David Warlick use his iPod/iTalk - no wires, no cumbersome equipment, and no obvious intrusions, helped to make my ideas seem possible. How simple could it get! Needless to say, shortly after NECC, I bought my iPod and iTalk and the journey began.

During the summer, I put all of my classroom music on the iPod. My singing voice is not the best and I need the assistance of a recording when singing with my class. I sorted my music so the playlist reflects how I use the songs - Meeting, Movement, ABC, Quiet and so on. I no longer go through stacks of CD's looking for the song I need. The iPod is attached to inexpensive speakers and it couldn't be easier. But music is what the iPod is all about. This is too obvious. It's the microphone with the iPod that has really impacted my classroom.

Think about the ways to use a tape recorder in the classroom and you are well on your way to finding uses for the iPod as a recording device. Now think about what you would do with those audio files, remember to think digital audio files. This is how I began my work. My brainstorming list for recording with the iPod included: making audio books for the listening area, sampling children's language, preserving classroom discussions, taking audio notes, reviewing a student reading conference, and creating student presentations. I use the Griffin iTalk with my Photo iPod. Belkin also makes a microphone for this model. Both companies are working on a microphone that is compatible with the Video iPod.

One piece of software that I use with my digital files is Audacity. This free software (audacity.sourceforge.net) is an easy to use audio editor and recorder. It works on all platforms. When using the iPod to record, the files are stored as voice memos. Using iTunes, the voice memos are saved on the computer and can be imported into

Audacity. Editing a file is as easy as cut, copy and paste. After editing I save the file as a .wav or mp3 file. There are many other features of Audacity that I haven't yet explored, someday perhaps.

This year, my children have read their page of a classroom book and we created an interactive, "living" book for the classroom. I've emailed audio files of children reading in class to their parents. When consulting with our speech pathologist, I use a recording of a student to help explain my concerns about the student. I record conversations while children are working so I can listen to them later and make notes. We sent an audio greeting to a student who moved away so she could still feel connected. Our world language teacher read us a familiar story in German and we listen to the story in German while turning the pages of our book in English. We record class reading and singing and insert those files with a Word document. The children then read along as they listen to the audio. I've used the audio files to accompany slide shows of class projects and field trips. The exciting thing for me is that the children often suggest the times that we should use the iPod to record and listen back.

A yearlong project of mine is to create digital portfolios for my students. The audio files made with the iPod fit nicely into this project. Students record descriptions of their work and this can be inserted, with photographers and examples of their work. I am only at the beginning stages of this project. I hope to share the portfolios with parents as part of a conference. For my SPED students, this portfolio could really show examples of growth over time.

In the spring, after the release of the Video iPod microphone, NHSTE will offer a hands-on session, Integrating iPods in the Classroom. The date will be posted on the NHSTE website once it is set. In the meantime, please share your thoughts and experiences with iPods in the classroom. Post to the NHSTE membership listserv. Let's start the conversation and share the possibilities!

HomeworkNOW by Meghan McPhaul - *from page 5*

HomeworkNOW.com also allows teachers to see how frequently their sites are visited, and Kelly said his receives between 20 and 50 hits per week.

With more than 1,000 schools logged on to HomeworkNOW.com, including a few in Canada, the United Kingdom and Australia, Capone and Rago are not content to rest on their laurels.

"We'd like to see every school in the country using it," Capone said. "We'd like to see [HomeworkNOW.com] as the standard across the board for public education."

Did the two cousins ever think that their company, started as a senior project in college, would still be going strong a decade later?

"We always hoped," Capone said. "This has really been a pet project for both of us. It's something we're passionate about."

Find Podcasting links at www.nhste.org
under the Resources drop down