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The TCO of the Best and the Brightest

How we can better serve the legacy of Steve Jobs

THE FIRST TIME I ever saw an Apple computer was in 1982. I was temping for a Minneapolis agency that sent me to a small widget factory. The owner wanted me to input inventory numbers into a database on his brand-new personal computer, about which he was giddy with excitement. I thought it was pretty magical myself.

The next time I saw an Apple was in 1986, when I went to work as an editor for an educational software publisher. This time it was a Macintosh and I was truly blown away. I have been the proud owner of many Apple computing devices since then, and I have been a continual admirer of the company's human interface aesthetic.

So it was with great interest and a heavy heart that nine days after Steve Jobs' death I attended Mike Daisey's one-man show, "The Agony and the Ecstasy of Steve Jobs," at the Public Theater in New York. Some of you may have seen the show, but if you haven't, in a nutshell: Daisey speaks to his lifelong love affair with all things Apple and how Steve Jobs was his personal hero.

But when Daisey visits the factory in Shenzhen, China, where Apple products are manufactured, his infatuation for pretty devices turns to disillusionment. There he encounters 13-year-old children who work 14- to 18-hour days; people in their 20s who have permanent hand deformities from executing the same repetitive motion day after day; and reports of daily suicides at the factory that are ultimately suppressed in the Chinese press (and ultimately forgotten by the American press).

It was an uncomfortable experience, sitting in that audience and learning at what cost I enjoy my smartphone, my MacBook Air, and all my other electronic doodads. Indeed, Daisey makes the point that this is not an Apple problem; virtually all electronic devices are manufactured in Shenzhen, or places very much like it, under very similar working conditions. The problem lies with our voracious consumer culture that feeds the system that satiates our hunger.

I'm not suggesting we should stop buying electronics, but there are ways in which we can assert our power as consumers. We can contact Tim Cook (tcCook@apple.com), Apple's new CEO, and urge him to have Apple take the lead and allow independent, outside verification of working conditions in its factories. We can put a brake on our need to have the next, newest, brightest bauble every time one comes out. If schools joined forces in either of these efforts, they may be surprised by the impact they can have.

Finally, as people who are part of an education community, we can educate ourselves and others to understand the true "total cost of ownership" of our computing devices: not just the cost to our pocket-books, but the human cost to the people who make them for us.

Continue the conversation. E-mail me at tmageau@1105media.com.

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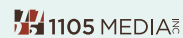
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Blackboard Acquires Edline

● **LMS PROVIDER** Blackboard has acquired competitor Edline, known for its LCMS, a “learning community management system” that combines learning management functions with a school or district’s notification capabilities within a school or district website. Edline will become a division within Blackboard, although no changes to either company’s products has been announced.

Pricing policies, support, and current contracts will also remain the same, according to company officials. The two companies will, however, jointly develop a schedule to release new products in the future.

“Our combined client communities now have access to a wider range of options and choices,” says Rick Noble, CEO of Edline, who will join the Blackboard executive team and lead the Edline division. “We can now offer the industry a truly unique set of solutions that supports all of the most important activities and interactions taking place in learning communities.”

Both Blackboard and Edline are now owned by Providence Equity Partners. Find additional details on the merger at blackboard.com/edline.



[industry update]

A new **YouTube** pilot program is hoping to put a limited amount of educational content back in schools that now block access to the video streaming site. The program will redirect students and teachers in participating schools who log on to YouTube to a new education portal, stocked with thousands of prescreened videos for K-12, colleges and universities, and lifelong learners. YouTube plans to add more videos and is encouraging schools to upload their own through its Partner Program. Schools interested in learning more can visit youtube.com/t/education.

A nationwide survey of more than 1,000 adults reports that nearly three out of four survey respondents support federal investment in school building improvements focused on creating healthier learning environments, saving tax dollars, or lowering carbon emissions. The survey, conducted by GfK Custom Research North America and sponsored by **United Technologies** and the U.S. Green Building Council’s Center for Green Schools, also found that one in three of those surveyed said the majority of schools in this country are in “poor” shape. Only 6 percent characterized US schools as in “excellent” shape. Read the full report at healthy-schools.org/documents/greening_schools.pdf.

Kaplan K12 Learning Services

has launched an online platform, Teach! Strategies & Resources, with professional development tools designed to help teachers transition to Common Core State Standards. The new service is based on pedagogical best practices and aligned to state standards in addition to Common Core Standards “with resources to support rigorous differentiated instruction, training, and assessment,” according to the company. Features include an online library with more than 3,000 lessons, assessments, and videos searchable by grade, subject area, and standard, as well as additional reporting and professional development tools. More information is available at kaplan12.com.

{win big!}

“America’s Top Young Scientist” Named

Braeden Benedict, a student from Rancho Palos Verdes, CA, has been named the winner of the 2011 **Discovery Education 3M Young Scientist Challenge**. In addition to the title, Benedict will receive \$25,000 for his innovation in developing a low-cost impact detection device that can make it easier to spot harmful concussions in athletes.

The announcement capped a three-month summer mentorship in which Benedict and nine other finalists worked directly with 3M scientists to create innovations that solved problems in everyday life. The finalists then presented their projects to a panel of judges, including Reed Timmer of Discovery Channel’s “Storm Chasers.” The second-, third-, and fourth-place winners each received a \$1,000 cash prize and a trip to Costa Rica. Remaining finalists won \$1,000 cash prizes and a \$500 gift cards from Discovery Experiences.

“Braeden and the rest of this year’s finalists have proven they possess the drive and innovative thinking that can lead us to a bright future in the years to come,” says Discovery Education CEO Bill Goodwyn.

For more on the challenge, visit youngscientistchallenge.com.

YouTube, Lenovo Launch Space Lab Competition

YouTube and PC vendor **Lenovo** are cooperating with space agencies like NASA on a new science competition that challenges high school students to design biology or physical science experiments that can be performed in space. Students, alone or in groups of up to three, may submit two-minute videos now through Dec. 7 explaining their hypothesis, methodology, and expected results.

Sixty finalist videos will then be opened for public voting. In March, six regional finalists in two age groups will gather in Washington, DC, to experience a Zero-G flight and receive other prizes. From them, two global winners will have their experiments performed 250 miles above Earth and live-streamed on YouTube. A panel of judges, including Stephen Hawking and both current and former astronauts, will help select the winning entries along with YouTube viewers.

“Our goal is to encourage students to explore the world of science, earthbound and beyond,” says Google’s Zahaan Bharmal, the man behind the idea for Space Lab.

Find additional details at youtube.com/user/spacelab.



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Tyler Technologies Acquires Infinite Visions Software

Tyler Technologies has acquired Windsor Management Group (WMG), developer of the Infinite Visions software, an accounting and reporting tool for K-12. More than 800 school districts that are current WMG customers will shift over to Tyler as a result of the deal.

Tyler offers its own suite of finance, human resources, and management software for K-12. The company also makes products that focus on student transportation and boundary-district planning.

“The addition of WMG further expands Tyler’s share of the K-12 education market nationwide,” says John S. Marr Jr., president and CEO of Tyler Technologies. “We believe that the companies are a great fit because of our focus on providing superior products and support to clients. The Infinite Visions product suite is competitive in the marketplace, and it is an ideal addition to Tyler’s portfolio of software and services.”

WMG’s programs and services will be integrated into Tyler operations and branding during the coming months.

iNACOL’s New Standards for Online Learning

The International Association for K-12 Online Learning (iNACOL) has outlined new standards for online learning courses in K-12. The guidelines were released in a report, titled “National Standards for Quality Online Courses, Version 2,” which was formulated by a committee of experts to give K-12 schools, districts, and organizations a common benchmark for evaluating and implementing courses for their various online programs.

To develop the standards, iNACOL compiled an extensive literature review of existing guidelines and surveyed its member network. Building on the original standards for online courses, released in 2007, the new guidelines focus on aligning course content to state

academic standards, instructional design, technology, and other factors.

“By offering up a set of guidelines to promote quality online courses, it is our hope that all students engaged in online and blended learning programs will be given the opportunity to access a world-class education,” says iNACOL President Susan Patrick, who contributed to the report. “The committee’s guidelines are a significant contribution to the field in quality review of online courses.”

Over the past three years, iNACOL has received positive feedback on the standards, as educational institutions have successfully applied the guidelines in order to develop, enhance, and review online courses. The report can be accessed at no charge at inacol.org.

Grant Winners Reflect on Technology’s Impact



As part of its 2011 grant program, Samsung Technwin has awarded

SAMCAM 860 digital presenters to 50 teachers. In order to enter the program, teachers were asked to answer the question, “Will new technology in the classroom better prepare our students?”

“The power of the internet combined with a SAMCAM would open the worlds inside my students’ minds by enabling me to bring images, videos, or passages from science books and more, into my laboratory,” says Todd Freer, a winning teacher from the Andrew Cooke Magnet School in Waukegan, IL.

Document cameras can be used to make lessons more hands-on and manipulative. Teachers are able to display students’ work, as well as worksheets, illustrations from books, and online information, allowing students to see the details of the lesson being presented.

“If ‘a picture is worth a thousand words,’ then what is a word worth, and what is a video worth, and what is a demonstration worth?” asks April DeBord, a Samsung grant winner and a teacher at Smoky Moun-

tain High School in Sylva, NC. “Pictures, videos, presentations, demonstrations, and words are not just essential things, but pivotal moments in the classroom where you can capture a part of a student’s imagination that has never been captured before.”

Visit samsunggrants.com to see a full list of winners from this year’s program or to register for next year’s program, which will begin in January.

ON-DEMAND WEBCASTS

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● Join this discussion on successful RtI approaches in actual classroom environments. Sponsored by Headsprout (now part of Dymo/Mimio).

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● Learn how school officials and IT staff address their digital content challenges at multiple points: the computing device, the application, and the server—all through virtualization. Sponsored by Citrix Systems.

Data-Driven Graduation

● Education technology experts discuss what tools they’re using to spot early warning signs in student performance and how this information has enabled the district to respond quickly to students in need and provide them with better, more targeted support. Sponsored by IBM Cognos Software.

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Combating Teacher Burnout Syndrome

Research shows the teaching profession has the highest burnout rate of any career in public service. Why is this, and how can we apply technology to keep the best and the brightest teachers in the classroom?

SOME YEARS AGO, before personal computers and broadband telecommunications were ubiquitous in homes and the workplace, I left my high school classroom teaching job to take a mid-level management position at a women's nonprofit professional association. While my reasons for leaving the profession weren't burnout-related, my experiences in the new position provided me reasons that made it unlikely I would want to return to the classroom.

As I was learning the requirements of my new position, I met with colleagues throughout the organization to get background and request assistance. The organization regularly held staff meetings organized by responsibility, special projects, or for all staff to share new information that supported all our work. In addition, I had secretarial support, an office with a door, a telephone on my desk, and an hour for lunch. In short, I was part of a professional organization that had developed structures to share information, provide support, and establish teams to accomplish our collective and organizational goals.

I had entered a work culture that respected my knowledge and skills as a professional and provided me opportunities to collaborate with colleagues both within and outside the organization. In contrast, teachers faced working conditions that didn't allow them to perform as professionals, to collaborate with their colleagues within and outside the school, or to have the opportunity to continue to learn in a supportive environment.

That's what I believed back then. Research has now proven this to be the case. Though we focus on ensuring that every student has a top-notch teacher who commits long-term to his or her profession (rather than the three- to five-year tenure most common), we have the evidence to show that

Young teachers leave the profession at a rate 51 percent higher than older teachers and transfer to a different school at a rate 91 percent higher than their older colleagues.

this kind of professional longevity won't happen unless we are intentional about improving working conditions for these valuable public servants.

In April, the American Federation of Teachers (AFT) and the American Institutes for Research (AIR) released the report, "Workplaces That Sup-

port High-Performing Teaching and Learning: Insights From Generation Y Teachers." Gen Y teachers—that is, those under 30 years of age—account for at least one in five teachers in US classrooms today. They start out intending to make teaching a lifelong profession. However, according to the report, young teachers leave the profession at a rate 51 percent higher than older teachers and transfer to a different school at a rate 91 percent higher than their older colleagues. Studies also show that the national teacher-turnover rate costs school districts approximately \$7 billion annually.

In the AFT/AIR report, young teachers say they want:

- Feedback on their performance and to be evaluated in a fair way
- Time to collaborate with their colleagues
- Differentiated pay for high performance
- Technology to provide engaging and effective lessons, as well as to support collaboration with other teachers through, for instance, videos and conferencing technology.



Cheryl Scott Williams

Gen Y Expectations


Gen Y teachers have higher expectations for technology than do their colleagues from earlier generations—for good reason. Improved instructional and networking technology is one important aspect of a modern high-performing workplace. This generational difference is important, since a majority of seasoned classroom teachers will be retiring in the next decade. Newer teachers believe technology can be used to enhance not only teachers' ability to implement engaging and effective lessons, it can also enhance school leaders' ability to provide meaningful data-based feedback; support collaboration (through conferencing technology) and shared practice (through video); and enhance teacher evaluation through improved analysis and communication tools.

The National Education Association (NEA) has also invested in significant research to pinpoint strategies for retaining the most talented classroom practitioners. In July 2006, the NEA research paper, "The Workplace Matters—Teacher Quality, Retention, and Effectiveness," authored by Susan Moore Johnson from the Harvard Graduate School of Education, detailed nearly a dozen benchmarks for creating working conditions that teachers reported as essential for their profession.

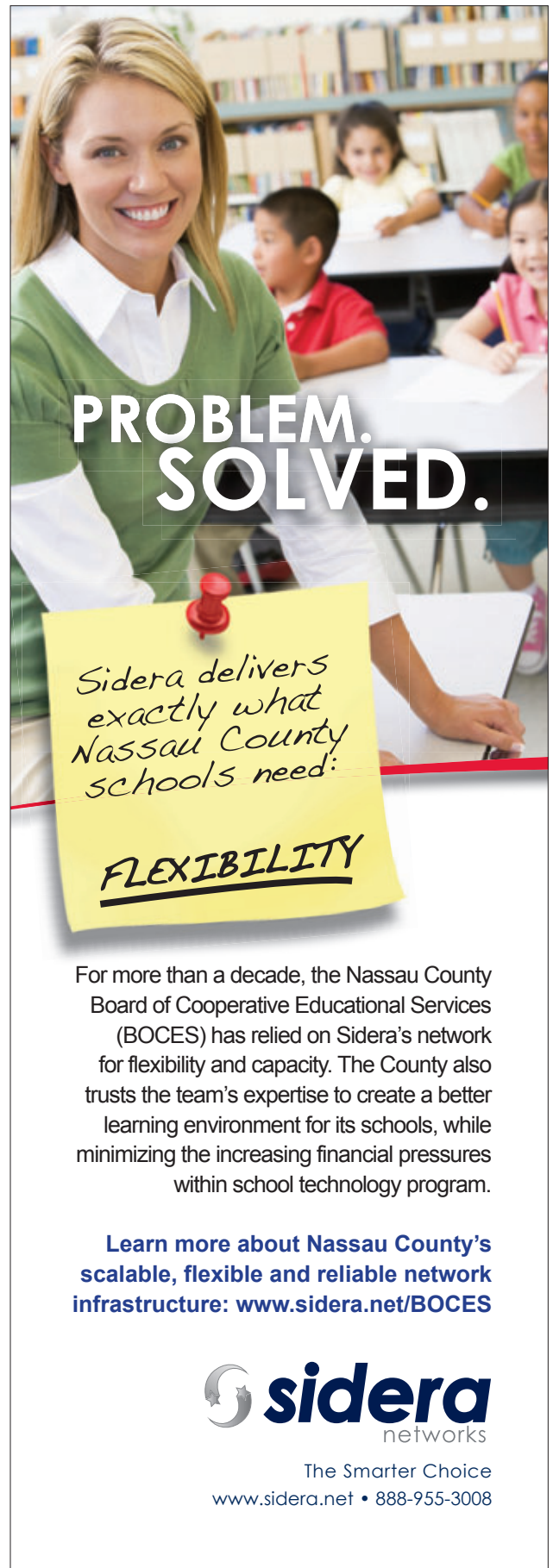
These benchmarks included working collaboratively with colleagues; providing support for new teachers that included ongoing observation of, interaction with, and advice from experienced colleagues; collective teacher responsibility for student achievement; and increasing opportunities for professional growth. It's clear that today's technology can help support the establishment and maintenance of these working conditions that teachers themselves say are important to providing the supportive culture essential to their and their students' success.

Finally, Wharton School professor Adam Grant offers another approach to address teacher dropout that moves beyond the physical and cultural working conditions. In his study of teacher burnout, he uncovered that teachers who felt they were making a significant difference in the lives of their students were better able to deal with job stressors. In other words, the teachers' belief that they were making a lasting contribution to the lives of students mitigated their professional burnout.

Grant's new vision for K-12 education is an approach he's calling "No alumni left behind," in which alumni of inspiring teachers give time back to the classroom and act as mentors to current students. This give-back approach has the potential to expand exponentially with the support of new media, social networks, and available technology.

The research is clear: Great teachers need supportive workplaces and feedback to both make them better teachers and to honor their influence and contributions to the students they serve. Increased turnover of young teachers is especially disturbing since they, like their students, are our future. Building a better workplace, with robust technology support and strong reciprocal relationships among professionals and students, is key to having the public schools we want and need. 

Cheryl Scott Williams is executive director of the Learning First Alliance and a leader in education reform.




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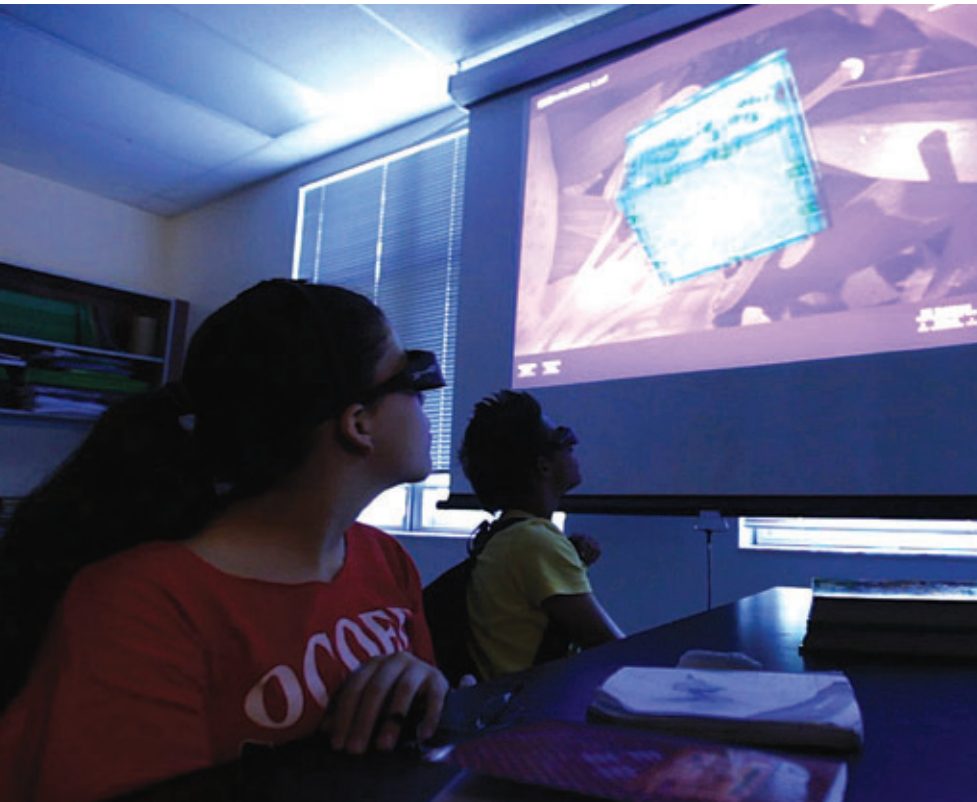
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Learning Taken to a New Dimension

As 3D technology wins over students, vendors are finding ways to make it more accessible, and teachers are searching for more intriguing ways to use it.

WHILE 3D TECHNOLOGY'S first recorded use dates back to the 1800s, its popularity first surged in the 1950s with the rise of 3D films that paired the now classic red and cyan filter system with cardboard specs. Today, a state-of-the-art update to the technology from Texas Instruments called Digital Light Processing (DLP) uses millions of microscopic mirrors to reflect light and create the three-dimensional effects via a single lens projector. In movie theaters and television production, it has become—if not yet ubiquitous—increasingly prolific. In education, its use has grown over the past two years.

Since *T.H.E. Journal* last wrote about 3D technology in K-12 education a little more than a year ago, the number of brand manufacturers now using DLP chips to create affordable 3D classroom projectors has doubled to 18. Consequently, more and more schools are equipping their classrooms with this technology.

Complete 3D implementation can be expensive. In fact, so far many of schools that have pioneered its use have done so in partnership with vendors.

Nevertheless, some of them have found intriguing ways to help their students learn and overcome obstacles to implementation. When other schools still waiting to make the transformation are ready, they'll have the experience of several trailblazing schools and districts to call upon.

With 28,000 K-12 students and 54 schools, the **Boulder Valley School District (CO)** was the first, and is still the largest, district to implement 3D, experimenting with the technology in four of its schools, including an elementary, a middle, three high school classrooms and a day school and treatment center for kids with special needs.

According to Kristin Donley, a science teacher and STEM instructor at Boulder Valley's Monarch High School, the implementation of 3D in her classroom has allowed her students to become much more adept at understanding abstract information.

"I teach mostly biology and chemistry and a lot of that information is hard to visualize, so the 3D really helped them see in much more detail what I was trying to teach them," says Donley. "As they would do an essay question about molecular processes, for example, they were able to recall details much better from a 3D representation versus a 2D and were able to put those details in their essays."

Donley notes that students also were more likely to notice details and enjoy correcting mistakes they found: During a 3D video on meiosis cell division they realized spindle fibers were attached at the wrong points, an unintentional error.

"The kids were able to identify that, to a higher level of understanding based on that video," Donley says. "Then they started asking much deeper questions about the content much quicker."

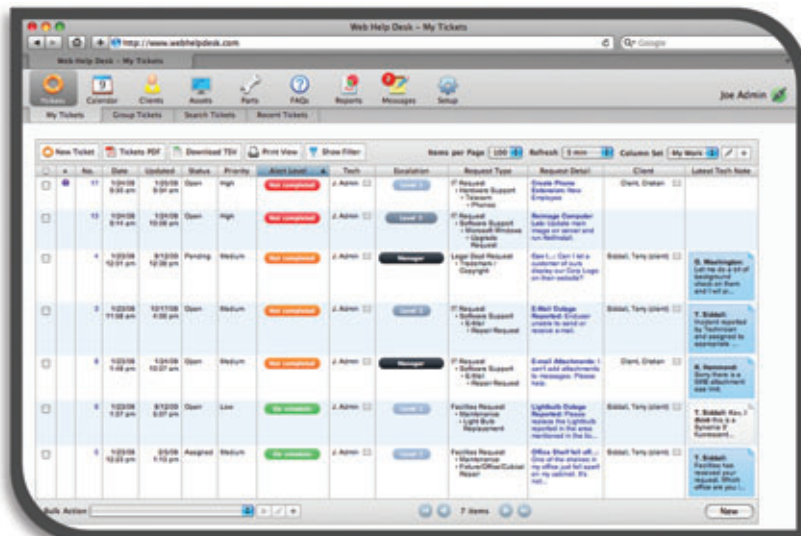
According to Len Scrogan, a former Boulder Valley director of instructional technology and library media and consultant with Texas Instruments, although stereoscopic 3D is indeed compelling for student learning, its power goes beyond just the "wow" factor of the visualization.



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“What happens with 3D in the classroom is the closer you bring it to the learner, the more they stop, totally focus, and want to understand a whole new world they haven’t seen,” Scrogan says. “We see it in all our schools and in our most difficult classrooms, including our lockdown schools. I call it the ‘ladybug effect.’ The closest thing I can think of is when you were a child and you had a little ladybug in the palm of your hand. You spent the time to investigate and to care.”

For those students who are primarily visual learners, seeing a concept come to life in 3D and viewing it from different perspectives can promote a new understanding of material, says Jodi Szuter, sales manager of XpanD, a manufacturer of active shutter 3D glasses, which use technology that helps create a realistic illusion of depth perception for the wearer.

“Just about every subject can be taught more effectively in 3D, but in particular subjects like geometry and biology, where you’re dealing with 3D shapes and objects,” Szuter says.

Mobile Alternatives

Ocoee Middle School in metropolitan Orlando, FL, is an official State of Florida Demonstration School for Technology that has been using 3D in its science and math classes for the last 18 months. Ocoee Principal Sharyn Gabriel says teachers have noted an increased interest in learning.

“We have definitely seen significant anecdotal evidence about engagement,” Gabriel says. “I can’t afford to put frogs in their hands or robots or DNA strands, but this does that without that cost. My teachers love it and their biggest concern is, ‘Give us more!’”

To make sure the technology was worth the investment, the school participated in a pilot program with 3D AVRover, which provides a mobile 3D solution. Equipped with all the components needed to show 3D, including a projector, computer, software, glasses, educational content, and an integrated audio system, Ocoee’s math

and science teachers have been able to share four units that can be rolled from classroom to classroom.

Dipping a toe in the water with one or two mobile units is one way schools can go forward with 3D, says Doug Smith, president of AVRover.

“A large school district that has 30 schools might start by buying one of our systems and bringing it in with all the content and viewing the content to see how appropriate it is to the classroom,” Smith says. “They might match it to their standards or how they’re trying to teach, see whether it fits into their lesson plans, and, if it does, they would implement it.”

Gabriel says 3D can also help schools cut costs without having to eliminate valuable learning experiences. Instead of dissecting live frogs in a biology class, for example, students can experience virtual dissection via an interactive 3D representation. Kids can pull the virtual frog apart, explore its anatomy, put it back together, and gain a deep understanding of the anatomy—all the while saving the school the expense of dissection frogs (not to mention countless amphibian lives).

Located in Dallas, the **Shelton School** is the largest private school in the US for children with learning differences, including dyslexia, attention deficit hyperactivity disorder, and speech and language disorders. Like Ocoee, Shelton has used 3D for approximately 18 months, also as part of a pilot program with a vendor (in this case, Texas Instruments, which supplied the school with 3D projectors, XpanD glasses, and educational content).

Lauren Sanders, a math teacher at Shelton, says 3D has helped her students stay calm, focused, and engaged during her lessons.

“The bell will ring and they won’t want to leave class,” Sanders says. “Our kids are very visual and kinesthetic, versus auditory, learners. 3D has really been helpful because (they) need to see how things



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turn and move. Any time you can get kids engaged in learning and actually learn something, it’s a plus.”


Jaime Beringer, Texas Instruments customer marketing manager, says, “We’ve had a lot of the teachers tell us they have a better ability to control their classroom when they’re teaching in 3D and that the students really get engaged.”

Although Sanders believes 3D is a valuable and important educational tool, she said the biggest limitation for her school has been the lack of appropriate content.

“For us to go to the next level, we’re going to have to make sure content is available,” says Sanders. “The hardware is there but now it’s going to be a software issue on what the content providers can create for the schools. I don’t see (3D) actually replacing the teacher in the classroom, but I could see maybe 30 to 40 percent of teaching being done using 3D if the content is all there.”

The Future Landscape of 3D

Although still in its infancy in education, 3D appears to be establishing its place as an emerging tool that not only complements the educational process but could drive a new way of learning that is more engaging, immersive, and, ultimately, more successful for students.

According to Chris Chinnock, founder and president of Insight Media, a consulting company that runs seminars for educators about 3D, “There’s a lot of experimentation and knowledge that has to be learned, but even some of the early experiments are showing benefits.” 

Lisa Plummer is a Las Vegas-based freelance technology writer.



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The Pen That's Smarter Than the...Pen

You've heard of smartphones—now smartpens are taking a familiar classroom tool into the digital age.

A FEW YEARS AGO, science teacher Janice Crowley noticed a student in one of her classes who had failed the same course the previous year. She learned the student had failed because he had a full-time job and didn't have time to study during the week. By the time he got around to the course material on the weekend, he had forgotten the lesson.

Concerned that things might not be much different the second time around, Crowley told him she would create a downloadable "pencast" of each lesson, essentially an audio recording of the spoken lecture synced with the notes she wrote during class, to help him re-experience the lesson at his convenience.

The Livescribe smartpen, the tool that makes pencasting possible, is essentially a mini computer that records what the user hears or says while he or she takes notes on specially coded paper that syncs the written word with the audio file. Users can replay the lesson either by touching the smartpen directly to the paper—at any point in the notes the audio file will sync up. Teachers can also upload the synced pencast to a computer, where students can hear the audio and see the written notes in broadcast fashion. Although Livescribe is relatively new to the K-12 market, teachers and students have been

introduced to and are already using the technology in a number of ways to improve student performance and extend teacher instruction beyond the classroom.

A Tool for Review

By the time Crowley interceded on behalf of her struggling student, she was already a convert to smartpen technology, which she was using in her high school chemistry classes at **Wichita Collegiate School**, a private K-12 school in Wichita, KS. For these classes, Crowley creates pencasts of her lessons, then uploads them to Moodle, where her students can access them at home to review what they learned in class, or what they missed if they were absent from class. She's also slowly built up a library of her lessons, recorded during her planning period.

Because of their versatility, Livescribe smartpens are being used by teachers in every subject, but math and science teachers have found them particularly useful in the classroom, due to the step-by-step nature of those subjects, according to Holly De Leon, vice president of sales for Livescribe's K-12 division.

"A lot of math and science teachers are using it to be able to ensure students get all the parts (of a lesson)," she says. "If a student got parts one and two, and then was stumped on three and four, they can listen to just the portion they're stumped on."

Crowley finds this especially true for her chemistry classes, where she uses pencasts particularly to explain difficult concepts. "When a teacher is teaching hard material, kids' brains shut down," she says. "I don't want students not getting it and going home with only a blank piece of paper."

The smartpen not only fills in gaps for the student regarding course content; it can fill in the teacher too on what the student's doing when not in the classroom.

For example, once Crowley posts a pencast, she can see if and when students access it to make sure they're studying. Last year, one of her students who had gotten



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A's before the Christmas break fell behind after the vacation, which is not uncommon, according to Crowley.

She sent a message to the student's parents, who responded by saying their son had told them the material had gotten too difficult. At a meeting with the parents, she shared with them the student's grades, explained how pencast worked, and then showed them that he had stopped accessing the pencasts around the same time that his grades dropped off.

"He admitted he wasn't doing the work," Crowley says. The parents "saw the tool. They loved it. It was a win-win. They were able to see he was successful when looking at the pencasts."

Livescribe can also be a valuable tool to help teachers see how students are thinking about learning. Last year, Karen Blumberg, ed tech integrator at **The School at Columbia University**, a K-8 school in New York City, introduced the pens to four math teachers in a beta test. One of her teachers began letting students take class notes with the pen, which they then posted online and shared with their classmates.

Blumberg says that the advantage of Livescribe for students is that they can draw symbols while describing the process they're going through, an important metacognitive process in learning math. And for teachers, they can see students' metacognition in play.

"Kids can write down how they're solving problems with sketching, with formulas, and talk through it at the same time," she says. "Then the teacher can determine how fluid the child's understanding is."

More Instructional Time

Livescribe works with school districts on two- to three-year plans to first test the pen in a few classrooms and then purchase more as teachers get comfortable with the technology. With the pens starting at \$250 each, schools at this point are mainly buying them for teachers to use in the classroom, though De Leon says some schools have bought pens to be used by students in

certain subjects, such as algebra.

"Increasing academic instructional time for under \$300 a classroom is very appealing for a superintendent who's looking at a reduced budget," De Leon says. "They have reduced the teacher force so there are fewer teachers, but still the same number of kids and fewer specialists.... If you can provide a solution that's cost-effective, they're listening to that."

When a school or teacher purchases a pen, they're given online training, known as Smartpen 101, that features videos showing how the pen can be used and hands-on activities to test their understanding. Livescribe also offers webinar training and on-site training for teachers in addition to the videos.

Blumberg is encouraging continued experimentation with the pens this year, but she doesn't expect her school to purchase one for every student. She says her school

already has as an established 1-to-1 laptop program, where students take notes by taking advantage of Google Apps.

Instead, Livescribe will be used primarily for remedial work and to act as a repository for students. "If they ever have trouble, they can go home and access notes from pens (put online)," she says.

And for many students, that makes all the difference. Take the student who failed the first time he took Crowley's course. Using Crowley's pencasts the second time around, he ended up with an A-/B+.

"The reality was he wasn't going to be able to change his circumstances," she says. "He didn't have to hire a tutor. He was able to keep the schedule he had, but could go back and fill in the gaps." **the**

Jennifer Netherby is a Los Angeles-based freelance writer who focuses on technology.

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STUDENTS DESCRIBE THEIR IDEAL LEARNING APP

1

O Solo Mio

"I would create an app that would help students with music education. The app would include music history and sound bytes from famous composers. It would have songs that kids can jam out to and work on their singing or instrument playing."

*Girl, Grade 8
North Carolina Virtual
Public School
Raleigh, NC*

2

The Real Thing

"Some students have a hard time with subjects, but they don't want to ask teachers. This app would let them watch videos or talk to real professionals about the subjects they're learning in school."

*Girl, Grade 6
Robert C. Fisler
Elementary School
Fullerton, CA*

THE TOOLS

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3

4

5

3

iMu-see-'em

“This app is at once a virtual planner, information database, and textbook archive. It includes a three-dimensional model viewer for referencing subjects, like various works of art.”

Boy, Grade 8

Bayshore Middle School

Middletown, NJ

4

Just Learn It

“My mobile app would be based on the Nike Fitness App, but have a ‘folder’ for the courses the student currently takes. It would also have a weekly depiction of how the student is reacting to what he is learning.”

Girl, Grade 10

Jasper High School
Plano, TX

5

The Past Speaks to Us

“This game will let you choose famous people who were teachers from the past. Then they will tell you some of the smartest facts they know.”

Girl, Grade 2

North Ranch

Elementary School

Scottsdale, AZ



6



8



7



9

6 **Where Am I?**
 “I would design a game that simulates how a student would get to their home from school. You would put in the address of your home and it would simulate going to their house.”
*Boy, Grade 2
 Anderson Elementary School
 Wilmington, NC*

7 **Cloud Connect**
 “This app gives students the option to create or upload documents onto a personal profile. Students could also collaborate with their peers via chat while working.”
*Boy, Grade 9
 Nauset Regional School District
 Orleans, MA*

8 **Puzzle Crazy**
 “My app shows students how to complete a Rube Goldberg puzzle. Students would have to use their imagination to complete a puzzle by using trash to make something.”
*Boy, Grade 4
 T.E. Baxter Elementary School
 Midlothian, TX*

9 **The Lab**
 “In my game you can choose different chemicals or substances to mix together. When you click the ‘See the Reaction’ button, you’ll find out what happens.”
*Girl, Grade 5
 Schrader Elementary School
 New Port Richey, FL*



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through hands-on exposure to the latest tools and innovation. FETC offers a wealth of information for all education professions—teachers, principals and deans, district administrators, curriculum designers, media specialists, technology directors and others in the pursuit of excellence in education.

FETC 2012 Will Feature:

- More than 150 Concurrent Sessions in 20+ Focus Areas targeting the hottest topics—current and emerging technologies, accountability, assessment, digital content, innovative learning technologies, professional development and social networking.
- 100+ Professional Development Workshops for in-depth exploration and skill development.
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Conference Information

Conference Registration

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VerAttend, FETC's official online program attendance certification system, will allow you to track your attendance for Keynotes, Concurrent Sessions, Technology Classrooms, and Ticketed Workshops. New this year, FETC will make this information available to you online as an official verification of participation in this professional development activity.

Pre-Keynote Session: A Technology Shoot-Out

**Hall Davidson, Leslie Fisher, John Kuglin
and Kathy Schrock**

Tuesday, January 24, 2012 • 1:30 – 3:00 pm

Don't miss one of our most popular sessions! Back by popular demand! Join us for a fun and fast-paced session prior to the Opening Keynote Address! Sit, relax and get a first look at the latest, most exciting gadgets and programs.

Closing Session: App Shoot-out

Thursday, January 26, 2012 • 4:15 – 5:00 pm

Following Concurrent Session 9, join FETC staff, presenters, attendees and VIPs for a closing session—the perfect ending for your conference. Join this fast-paced panel for an entertaining and informational session demonstrating the latest and greatest apps being used in education! See how educational professionals are solving real classroom challenges by integrating the best apps that help meet the needs of teachers and students. All FETC participants will have a chance to submit their favorite apps and see if they make the HOT LIST!

And, as is the tradition at FETC, every attendee will receive a commemorative FETC 2012 T-shirt at the final session. We'll be drawing for fabulous prizes and technology giveaways! The prize drawing will be held at 5:00 pm and you must be present to win.

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Professional development and knowledge sharing with FETC begins now! Don't wait until you get to Orlando to start connecting with other education technology integration enthusiasts—there are already lots of ways to get involved with your peers and FETC. Our networking begins on Twitter @FETC (event hashtag #FETC) and Facebook; both are great ways to find out how others are learning, teaching and sharing real life examples of how technology continues to improve education.

Join our FETC Community on Edmodo (www.edmodo.com/fetc) where participants share resources, post updates and videos. They contribute product information, curriculum ideas and much more so that you can come to Orlando ready to meet and learn from peers in your personal learning network!

First Timers' Session

Tuesday, January 24, 2012 • 2:00 – 3:00 pm

New to FETC? Attend the FETC 2012 First Timers' Session to learn important information about the conference and maximize your professional development opportunities. Learn how to download our new mobile app and build your personalized conference schedule. See how to interact and enhance your networking experience with Edmodo. First time attendees will receive a special gift and hear from veteran attendees on how to make the most of your conference!

Concurrent Sessions

FETC is known worldwide for its outstanding program. This year's conference will feature 150+ Concurrent Sessions addressing current and emerging technologies, as well as best practices developed through research and actual classroom experience.

FETC 2012 will highlight breakout sessions focused on safety and security, digital content, mobile technologies, STEM, technology management, accountability, assessment, and social media. In addition, the FETC conference program will focus on the following topic areas:

- Administration/Leadership
- Classroom Management and Communications
- Core Curriculum Content Areas
- English Language Learner (ELL)
- Foreign Language
- Global Connections
- Grant Writing
- Infrastructure and Technology Management
- Innovative Learning Technologies
- Performing/Visual Arts
- Professional Development
- Special Education
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Full descriptions of Concurrent Sessions are available at fetc.org.

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BYOD Concurrent Sessions

Enhanced internet bandwidth at OCCC is making more Bring Your Own Device (BYOD) sessions possible! BYOD means participants utilize their own laptops, tablets, mobile or smart devices. It is not necessary to have a device to participate but speakers will provide instructions and resources to allow audience members to interact with their content during the sessions.

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Download our FETC event app to stay abreast of all the latest conference information! The interactive maps, floor plans, event schedules and guides, as well as local information, will be available and accessible 24/7. You can also read collateral from speakers and exhibitors, rate sessions, take surveys and plan out your own unique conference route. With Social Media integration, everyone can stay on top of what's going on at the conference through Edmodo and Twitter. Coming soon to the iTunes store and Droid Marketplace!

Program Highlights

Assistive/Instructional Hands-On Technology Lab

Explore the latest in Assistive and Instructional Technology in the Florida Diagnostic and Learning Resource System's (FDLRS) Hands-on Technology Lab. The Lab will be open during regular conference hours.

Workshops

FETC 2012 is offering more than a hundred two-, three- and six-hour workshops in BYOD and hands-on formats, led by local and national experts. These information-packed workshops offer participants a chance to intensively explore topics in more depth than time allows in a Concurrent Session. From integrating iPads to Cloud Computing and Effective Leadership Strategies, there are plenty of sessions every faculty member, administrator, and IT staff member can't afford to miss! The workshops will cover the following areas:

- Cloud Computing
- Wireless Networking
- Technology Integration
- iPad Applications
- Multimedia and Video Production
- Google Tools for the Classroom
- Mobile Technologies

Ocoee Middle School Tour

Thursday, January 26, 2012 • 9:30 am - 1:30 pm

Ocoee Middle School pilots many new technologies and is on the cutting edge as the technological demonstration school for Florida. You won't want to miss this exciting opportunity to tour this school! A tour will be offered to accommodate 100 participants. A light lunch and transportation will be provided. Sign-up is required and will be available in the registration area along with tour details.

Exhibit Hall Grand Opening and Reception

Tuesday, January 24 • 5:00 pm - 7:00 pm

Join your fellow attendees and presenters at the Grand Opening of the Exhibit Hall following the Opening Keynote Session. It's the perfect opportunity to meet with leading education product and service experts to research and gather information on potential solutions to meet school and district challenges.

Exhibit Hall

Throughout the week, attendees will be able to preview and purchase the latest hardware, software and peripherals from the more than 500 companies in attendance at FETC 2012. The Exhibit Hall will be open the following hours during the conference:

Tuesday, January 24, 2011	5:00 pm - 7:00 pm
Wednesday, January 25, 2011	9:30 am - 5:30 pm
Thursday, January 26, 2011	9:30 am - 3:00 pm

The Exhibit Hall Technology Classrooms Theater, open during exhibit hall hours, exposes attendees to innovative products and technology. Be sure to attend these informative demonstrations to learn about the latest technological ideas and solutions. It's an additional industry session track on the Exhibit Hall floor.

Professional Networking Lounges

Enhanced networking opportunities are offered through various lounges at FETC. Superintendents, MIS Directors and Administrators can relax, refresh, plug in and power up at the IT Leader Lounge. The IT Leader Lounge will be open Tuesday through Thursday during regular conference hours.

Those who are interested in exploring the world of Social Media and blogging will enjoy our newest lounges. Bloggers Café will feature a gathering place for blogging, sharing and face-to-face conversations. Make connections and expand your personal learning network! Visit the Social Media Lounge to get tips on how to connect from expert users. Get a crash course on various social media sites in a casual and relaxed learning environment.



Conference Schedule

Monday, January 23, 2012

Registration	.....	7:00 am	-	5:00 pm
Workshops: (full day)	.....	8:00 am	-	3:00 pm
(morning)	.....	8:00 am	-	12:00 pm
(afternoon)	.....	12:00 pm	-	3:00 pm
(evening)	.....	4:00 pm	-	7:00 pm

Tuesday, January 24, 2012

Registration	.....	7:00 am	-	7:00 pm
Workshops: (full day)	.....	8:00 am	-	3:00 pm
(morning)	.....	8:00 am	-	12:00 pm
(afternoon)	.....	12:00 pm	-	3:00 pm
Pre-Keynote: A Technology Shoot-Out	.....	11:00 am	-	12:45 pm
Technology Solution Seminars	.....	1:00 pm	-	3:00 pm
First Timers Session	.....	2:00 pm	-	3:00 pm
Opening Keynote Session	.....	3:30 pm	-	5:00 pm
Exhibit Hall Grand Opening	.....	5:00 pm	-	7:00 pm
FETC Tweet Up!	.....	5:30 pm	-	7:00 pm
Conference Shuttle Service	.....	7:00 am	-	8:00 pm

Wednesday, January 25, 2012

Registration	.....	7:00 am	-	5:30 pm
Workshops: (workshop 1)	.....	8:00 am	-	10:00 am
(workshop 2)	.....	10:30 am	-	12:30 pm
(workshop 3)	.....	1:00 pm	-	3:00 pm
(workshop 4)	.....	3:30 pm	-	5:30 pm
General Session Keynote	.....	8:45 am	-	9:45 am
Exhibit Hall Hours	.....	9:30 am	-	5:30 pm
Concurrent Session 1	.....	10:00 am	-	11:00 am
Dedicated Exhibit Hall Time	.....	11:00 am	-	12:00 pm
Concurrent Session 2	.....	12:00 pm	-	1:00 pm
Concurrent Session 3	.....	1:25 pm	-	2:25 pm
Beverage Break/Dedicated Exhibit Hall	.....	2:25 pm	-	3:00 pm
Concurrent Session 4	.....	3:00 pm	-	4:00 pm
Concurrent Session 5	.....	4:25 pm	-	5:25 pm
FETC Night Out @ Epcot	.....	5:45 pm	-	9:45 pm
Conference Shuttle Service	.....	6:30 am	-	7:00 pm

Thursday, January 26, 2012

Registration	.....	7:00 am	-	2:30 pm
Workshops: (workshop 1)	.....	8:00 am	-	10:00 am
(workshop 2)	.....	10:30 am	-	12:30 pm
General Session Keynote	.....	8:45 am	-	9:45 am
Exhibit Hall Hours	.....	9:30 am	-	3:00 pm
Concurrent Session 6	.....	10:00 am	-	11:00 am
Dedicated Exhibit Hall Time	.....	11:00 am	-	12:00 pm
Concurrent Session 7	.....	12:00 pm	-	1:00 pm
Concurrent Session 8	.....	1:25 pm	-	2:25 pm
Beverage Break/Dedicated Exhibit Hall	.....	2:25 pm	-	3:00 pm
Concurrent Session 9	.....	3:00 pm	-	4:00 pm
Closing Session: App Shoot-out	.....	4:15 pm	-	5:00 pm
Conference Shuttle Service	.....	6:30 am	-	6:00 pm

Keynote Sessions



From Knowledgeable to Knowledge-able in New Media Environments

MICHAEL WESCH

Associate Professor of Cultural Anthropology, Kansas State University

Dubbed "The Explainer" by Wired, his videos exploring the effects of new media on society and culture have been viewed by millions. **Wednesday, January 25, 2011.**



Curriculum 21: The New Literacies—Digital, Global and Media

HEIDI HAYES JACOBS

Founder & President, Curriculum 21

Author, lecturer, commentator and driving force behind *Curriculum 21*, which works to transform curriculum and school designs to match the needs of 21st century learners. **Thursday, January 26, 2011.**

2012 Featured Speakers

Adam Bellow

Founder, eduTeacher

Hall Davidson

Director, Discovery Educator Network

Steve Dembo

Online Community Manager, Discovery Education

Howie DiBlasi

Chief Executive Officer, Digital Journey

Julie Evans

Chief Executive Officer, Project Tomorrow

Leslie Fisher

Director, lesriefisher.com

Rushton Hurley

Executive Director, NextVista.org

John Kuglin

Senior Consultant, Kuglin Consulting

Jenna Linskens

Professor, Marian University School of Education

Gail Lovely

Independent Educator, LovelyLearning.com

Anthony Luscre

Director of Technology, Mogadore Local Schools

Shannon Miller

District Teacher Librarian & Technology Specialist, VanMeter Iowa

Cathleen Norris

Regents Professor, University of North Texas

Meg Ormiston

Professional Development Specialist, Tech Teachers

Kathy Schrock

Director of Technology, Nauset Public Schools (ret.)

Elliot Soloway

Professor, University of Michigan

Brent Williams

Director, Kennesaw State University

Julie Young

President & CEO, Florida Virtual School

Concurrent Sessions

History Heard: Students Using Video Technology to Preserve History

Cindy Addison

You Get What You Pay For? A Teacher's Guide to Open Source and Freeware

Luke Allen

Five Strategies for Maintaining Academic Integrity in an Online Environment

Angela Anastacio

Developing a Digital Content Warehouse

Rob Anderson

The Case for Personalized eLearning in K-12 Education

Judson Aungst

mPortfolio Development with Mobile Devices (iPhone, iPod Touch, iPad)

Helen Barrett

How to Find Free/Inexpensive Copyright Cleared Materials

Gary Becker

FACTS.org Resources: This Isn't Your Father's Transcript Anymore!

Melissa Benson

Innovative Writing Activities for 21st Century Learners

Nancye Blair

K-12 Online and Blended Learning: Stories of Exemplary Practice

Cathy Cavanaugh

Presentation Design: Before and After

Marie Coleman

21st Century Skills...Why That's Old School for Us

Brian Collins

Techy Tools for a 21st Century Teacher

Cheryl Conley

Bridging the Gap Between Textbooks/Technology With Mobile Technology

Janet Copenhaver



Concurrent Sessions (continued)

A Practical Look at High Density Wi-Fi Challenges

Perry Correll

Students as Creators: KC3 Program Connects Globally

Monica Cougan

Evernote and Dropbox as Effective Personal and Classroom Management

Randy Damewood

The Shift to Tablet Technology: Examples of Student-Centered Projects

Vince Delisi

We Are Having Fun Now! Using Games to Engage in the Classroom

Matthew DeNote

The Broward Virtual School: Four Keys to Success

Tom DiGiovanni

iOS Efficiency: Real-World Professional Productivity With Your iOS Device

Seth Dimbert

General Social Network Tools vs. Collaborative Web 2.0 EDU Platforms

Tim DiScipio

Do Everything Online: Applications for Creativity in the Classroom

Maurice Draggan

Managing Your School Network During IT Budget Cut-Backs

Mike Durando

Putting Community Virtual Learning Centers in Action

Julie Durrance

Personalized Teaching at Scale Requires a Greater Return on Assessment

Ellen Edmonds

Minnetonka's 1:1 iPad Pilot with 360 Grade 9 Students

Dave Eisenmann

Unbelievable Tech Projects With Elementary Students

Brad Flickinger

Individualized Learning and the Future of Technology in the Classroom

Bethlam Forsa

Collaborative Video Conferencing Projects

Michael Fort

The Whole-Brain Approach to Mathematics Learning

Danny Franklin

Enhancing the Tech Learning Experience for All Students

Tony Franklin

Making Math Soar: New Mobile and Online Tools to Boost Math Achievement

Jeremy Gatz

Integrating Technology into the Science Classroom

Candace Gautney

Integrating Social Studies and Reading for the 21st Century

Macy Geiger

Technology for 21st Century Skills in the Special Education Classroom

Anthony Gerke

Using Technology to Build Independence for Students with Disabilities

Anthony Gerke

Digital Design: Building Your Own Virtual School

Robin Gonzales

Engaging Your Learning Community with Technology

Ellen Gordon

MVTV-Inspired Students Who Are Highly Motivated, Engaged Learners

Colin Gover

101 Free Tech Tools for Teachers

Lisa Greathouse

Untangling the Web

James Gubbins

#Winning with Twitter

James Gubbins

Don't Second Guess Your Second Language Learners With Online Support

Christine Harris

FCAT Data Visualization with Tableau

Byron Havard

Infuse Digital Storytelling Tools into your Curriculum with Kerpoof

Devren Hobbs

Is Your District Still Doing Face-to-Face PD Only?

Scott Holcomb

Getting Started with iPads in the School Setting

Cathy Hutchins

K-5 Research Projects Go Digital

Deborah Icard

No Money? No Problem! Getting Grants for Great Technology

Samantha Jeter

Educating Digitally: Classrooms Without Books

Jackie Karenbauer

**A Typical Day for Connected Students:
Communicating and Collaborating**

Andrea Keith

**100+ Free Internet Resources for Real Teachers
in Real Classrooms!**

Pamela Kenney

**Digital Tools Promote Classroom Routines,
Communication and Success**

Tanya Kienlen

Going Digital: The Next Chapter in Teaching and Learning

Scott Kinney

**Achievement Beyond the Core: Depth and
Complexity at Your Fingertips**

Laurie Kirsch

**Improve Reading Comprehension Using Computer
Adaptive Assessment**

Kim Knutson

STEM and the iPad

Patsy Lanclos

FBI: Free, Best Internet Sites—Top Ten Wanted

Cindy Lane

**Florida Virtual Curriculum Marketplace—Exploring
This Free Resource**

Anton Leaf

Engaging Students with Free Microsoft Software Tools

Michael Lindow

**Designing Challenging Curriculum to Engage Secondary
Students**

John Long

OMG! Staring Down the Barrel of the Biology EOC

Mickey MacDonald

**Teaching Technology Responsibility:
Tackling 21st Century Problems**

Ricardo Machado

Embedding 21st Century Skills in Your District

Timothy Magner

**Digital Differentiation: Making the Most
of Your Teaching Time**

Jennifer Martel

UDL: Interactive Read Aloud Testing Accommodations

Don McMahon

Inclusive Digital Citizenship

Don McMahon

Blogging with a Purpose: The Ease of Online Assessment

Michael Meechin

Differentiating Your Instruction with Digital Media

Matt Monjan

**Web-Based Simulations Grades 3-12 Science
and Mathematics**

Glenn Nakamura

**iPads in the Mathematics Classroom:
Interactive Algebra 1**

Nigel Nisbet

TAB Over for Success: Inspire, Lead and Empower!

Celia Norris

**Real-World Learning with National Geographic's
Online Tools and Media**

Patricia Norris

**Parenting 2.0: How to Help Parents Embrace
Digital Learning Tools**

Rita Oates

**Technología Para Hispanohablantes:
Share Spanish-Language Resources**

Rita Oates

**Shift the Paradigm: Your Students Should
Be Teaching You About Tech**

Eamonn O'Brien

**Reading, Writing and Collaborating with Mobile
and Social Technology**

Leah Osterman

Educators' Role in Keeping Kids Safe on the Internet

Lynette Owens

Responding to Literature: A Book - A Film - A Festival

Alba Pacheco

**Supporting Students with Special Needs Using
the iPod Touch and iPad**

Randall Palmer

**Geocaching: Searching for Healthy Habits
in Special Education**

Randall Palmer

Tech Treasures for RTI and Inclusion

Nancy Parker

The iPad in the Special Education Classroom

Luis Perez

Assessing Achievement Through Fun & Games

Dayna Perry

Welcome to the Emerging World of Social Teaching

Taylor Pettis



Concurrent Sessions (continued)

Using the Art of Digital Storytelling in Support of Reading/Writing

Frantz Pierre

Google Apps—Moodle Integration Possibilities

Steve Pillow

IPAD + DOCS ÷ School Improvement = Student Success

Jody Prevost

Game Design Workshop: How to Teach Game Design!

Scott Price

K-12 Online Learning: Policy and Practice

Chris Rapp

Technology Changes the Rules to the Game of School

Brandt Redd

Industry Certifications: Pathway to Career and College Readiness

Randy Richards

How I Learned to Stop Worrying and Love Facebook

Dave Rode

Education: There is an App for That!

Tina Rooks

Think Outside the Book: Going Digital

Lance Rougeux

Critical Thinking and Creativity: The 21st Century English Classroom

Colleen Ruggieri

Ultimate Resource Roundup for Creative Classes

Rob Schwartz

Shaping the iTeacher

Len Scrogan

Starting a Technology Program from the Ground Up

Beckie Share

Is Your Organization Webinar Ready? A Newbie's Guide to Using Webinars

Fran Simon

Digital Field Trips: National Parks, Social Media and Student Content

Greg Slook

Mobile-Bring Your Own Device (BYOD) Network and Security Issues

Ernest Staats

Spur Interest in STEM with Digital Media and Games

Kari Stubbs

Integrating Forensic Digital Microscopy into Science Inquiry Learning

Cynthia Syverson-Mercer

Green Computing—Save Energy and Money

John Thompson

Students Write More; You Grade Less with Online Discussions

Catlin Tucker

Building Your PLN in a Few Easy Steps

Stephen Veliz

The Case for Personalized eLearning in K-12 Education

Erin Walker-Anderson

Social Media for Professional Development

Kimberly Warner

Inside the Walled Garden: Community Engagement Without the Risk

Scott Welch

Technology = Success: Technology Tools for Struggling Learners

Anne-Marie Wilcox

Building Playgrounds

Timothy Wilhelmus

ePub: How to Create Interactive eBooks for the iPad

Gordon Worley

SCAN: Four Steps to Better Writing

Sandra Wozniak

Career Planning in Florida's Secondary Schools

Patrick Wright

Electronic Constructivism 2012: Cool Resources and Creative Teaching

Maureen Yoder

Workshop Information

About FETC Workshops

FETC 2012 is offering over a hundred workshops led by local and national experts. These workshops offer participants a chance to delve deeply into topics, learn new skills and strategies and create new materials, without the time constraints of Concurrent Sessions. These information-packed workshops also help participants meet the demands of state and national standards for technology skills and curriculum.

Ticketed Workshops require an additional enrollment fee and have limited seating in order to ensure the highest quality learning experience for participants. Complete workshop details are available online at www.fetc.org.

NEW THIS YEAR!

2-Hour 'How To' Workshops:

Set in a classroom setting to allow participants to interact with technology and each other, these workshops provide opportunities to experience the latest technologies and practice implementing technological tools and solutions that you can take back and use at your school or district without delay.

Ticketed Workshops

Full payment by credit card (Visa, MasterCard or American Express), check, money order, or purchase order is required to receive a seat in any workshop. Attendees may purchase workshop seats through advance registration, and pick up their tickets on-site at the registration desk in the South Concourse of the Orange County Convention Center. If there are any seats available after advanced registration is closed, attendees may register and pay for workshop tickets at the on-site registration counter.

Workshop Formats

2 Two-hour Workshop

3 Three-hour Workshop

6 Six-hour Workshop

Hands-on Lab means the workshop is held in a computer lab where one laptop will be provided for every participant. Attendees may also bring their own devices.

Bring Your Own Device (BYOD) are workshops where participants will bring their own device to participate in the workshop. The online description will indicate the specified device needed.

WIN Logo

WIN means the workshop features programs using Windows OS.

MAC Logo

MAC means the workshop features programs using a Macintosh OS or iOs for mobile devices.

Both Logo

Means that the featured programs will work on either OS. Individual workshops are assigned to either a Windows or Mac lab, but you are welcome to bring a different device if you choose. Please check website for lab assignments.

FETC - NIGHT OUT AT EPCOT®

Embark on an adventure through Epcot®!



Enjoy an evening at Epcot® with your colleagues, friends and family.

Wednesday, January 25, 2012

Experience Future World where innovation and wonder abound. Explore 11 different countries around the World Showcase Lagoon and end the evening with the awe-inspiring *IllumiNations: Reflections of Earth*, an incredible symphony of lasers, music and fireworks.

Package Includes:

- After – 4 p.m. Admission to Epcot®
- Round Trip Transportation
- 4:00 p.m. and 5:00 p.m. Departures from the Orange County Convention Center
- 9:45 p.m. Return to select International Drive Hotels
- Price: \$69 (includes tax)

For more information and reservations, please visit the Conference web-site and click [Epcot® Night Out!](#) or call 1-800-557-7776 (after hours, 407-383-2800)

WALT DISNEY WORLD

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Workshops

Monday, January 23, 2012

8:00 am - 3:00 pm

WMF474

iLife Extreme Classroom Makeover

Kathy Hobbs

Envision your Extreme Classroom makeover by adding depth to any lesson with iPhoto, iMovie, GarageBand, iWeb and iDVD. We'll explore how to give purpose to technology using Apple's iLife through connection, collaboration, construction and publishing. iLife enables all users to construct real solutions to real problems to share with real audiences.



Cost: \$225

WMF517

Creating Dynamic Websites with Dreamweaver, MySQL and PHP Advanced

Jamey Osborne

Online grade books and Moodle are all examples of web applications. These sites are possible because they communicate with databases. This workshop will show you how to create simple web pages that communicate with a database of your creation, allowing you to create a dynamic experience for your visitors. This is an advanced workshop and you should be familiar with HTML, databases and Dreamweaver. You do not need to know how to program since we will only use one line of cut-and-paste code!



Cost: \$225

WMF902

Developing 21st Century Learners with Technology Rich Lessons

David Schubert

Engaging today's students, who have grown up in the modern world of information technology, can be challenging for educators. This workshop is designed to provide educators with the technology integration skills, resource information and curriculum ideas for the modern classroom. Participants will learn how to effectively use technological tools, including digital cameras, scanners, document cameras, interactive whiteboards and audience response systems. Participants will also be introduced to blogs, wikis and other Web 2.0 (collaborative) internet-based technologies and how they can be used for project-based inquiry-guided learning.



Cost: \$225

Monday, January 23, 2012

8:00 am - 11:00 am

WMA062

Mobile Android Honeycomb-Based Devices in preK-12 Classrooms

Susan Brooks-Young

Mobile technologies are well integrated into the lives of children and adults across the world. Android Honeycomb-based touch devices offer a perfect blend of access to audio, video and applications educators can use to enhance instruction using affordable technology. In this workshop participants acquaint themselves with educational applications; address management and safety issues; and plan instructional activities using an Android Honeycomb-based device. Participants bring your Droid, tablet or laptop with Android Honeycomb installed.



Cost: \$125

WMA144

Building the 'Digital Classroom': Cloud Computing and K-12 Education

Howie DiBlasi

Educators need to understand the features and benefits that can be realized from cloud-based capabilities. Cloud computing will change the way you teach and engage your students. It will allow you to apply many applications at a very cost-effective level. Districts will be able to incorporate new levels of critical thinking, problem solving, distribution techniques, innovative presentation methodologies and collaboration that will assist them to attain higher levels of academic achievement.



Cost: \$125

WMA285

It's All About Curriculum, Not Technology!

Charles Moseley

Discover how to make better use of the technology available in your school by shifting the emphasis to the curriculum. Many people start with the technology and then try to make the curriculum fit. In this workshop we will start with the curriculum and make the technology fit. After all, technology is much more adaptable than curriculum. We will examine a variety of Web 2.0 applications and mobile devices to find out how they best fit into enhancing the curriculum puzzle at your school.



Cost: \$125

WMA303

They Snooze, You Lose: 10 Shots to 'Caffeinate' Your Presentations

Lynell Burmark

Have you fallen into the Powerpoint trap, reading somniferous bullet points to a dozing audience? In this engaging multimedia session, discover quick-and-easy fixes for the presentation you are giving tomorrow. Learn why traditional templates are a bad idea and why most text belongs on the handout (not the screen). Experience free, replicable strategies to "caffeinate" your message and get resource-rich handouts, royalty-free images, music and slide shows. Plus enter to win an Epson LCD projector!



Cost: \$125

WMA316

Paperless Classroom

Michael Sawyer

Implement inexpensive technology for a cutting-edge classroom. Participants will learn how to set up Moodle to provide students access to learning materials electronically. Learn how instructional procedures and resources can be organized to improve learning outcomes. Students can participate in a variety of Web 2.0-based activities, see their grades and get/submit assignments with ease. This workshop is design for anyone with basic computer skills.



Cost: \$125

WMA406

Moodle 2.0 Bootcamp

Michael Sweeney

This workshop will introduce participants to Moodle 2.0. The training will begin with a brief overview of Moodle 2.0. This overview will be followed by a guided tour of Moodle's most popular features and tools from the perspective of the learner. Participants will create the shell of their own "sandbox" course with a site provided.



Cost: \$125

WMA416

Hordes of Free Tools from a Google Certified Teacher

Rushton Hurley

They said this many powerful and free resources couldn't be packed into a single session. They were wrong! Step inside, buckle your seatbelt and get ready to get excited about possibilities that won't cost you or your school a dime.



Cost: \$125

WMA465

iPad in the Primary Classroom

Gayle Berthiaume

Interested in learning how the iPad can be used to reach the youngest learners in your school? Participants in this workshop will explore apps for early learning, picture schedules, curriculum areas and social skill development. This workshop is for K-2 educators who are brand new to the iPad and want to learn how the iPad is being used in the classroom. Participants must have an iPad (preferably an iPad2) for this workshop with the current iOS (operating system). Prior to class they will need to set up an iTunes account. It must be active to allow for the downloading of content. Participants may also bring their own laptops to the class.



Cost: \$125

WMA685

Creating Your Own eBooks

John Long

This workshop will use Apple iWorks and Macintosh computers to create multimedia eBooks. Participants will be shown examples created by students and teachers in Palm Beach County who are becoming 21st century authors and publishers. Participants will create documents in pages with movies they create and will export them in ePub format. As part of the process, participants will be able to export their eBooks for their mobile devices that support the ePub format.



Cost: \$125

Monday, January 23, 2012

12:00 pm - 3:00 pm

WMP041

CSI FETC: Computer Forensics and Data Recovery for Educators

Brent Williams

Computer forensics and data recovery is a fascinating and necessary topic. This session will cover procedures, demonstrate techniques and show useful tools. New for 2012—the hot topic of investigating mobile devices! CSI is not just a TV show: it is an important aspect of properly managing educational technology.



Cost: \$125



WMP063

iPod Touch the Future: Mobile Technologies in preK-12 Classrooms

Susan Brooks-Young

Mobile technologies are well integrated into the lives of children and adults across the world. Touch devices like Apple's iPod touch and iPad offer a perfect blend of access to audio, video and applications educators can use to enhance instruction using affordable technology. In this workshop participants acquaint themselves with educational applications, address management and safety issues and plan instructional activities using their iPad or iPod touch. Bring your iPad (1 or 2) or laptop to participate.



Cost: \$125

WMP239

Practical Magic: Using Adobe's Photoshop Elements in the Classroom

Ryan Visser

Photoshop Elements makes image editing a breeze! Through hands-on activities, learn exciting, practical strategies for applying digital imaging in any classroom or educational setting. This workshop will give participants a working understanding of Photoshop Elements, with particular emphasis on high-impact classroom applications and image editing operations. Cool tricks, great ideas, lots of fun!



Cost: \$125

WMP336

Digital Storytelling in the Classroom

Larry Bedenbaugh

Digital storytelling continues to be one of the best examples of technology integration for any subject area, any grade level. This workshop will explore the "what" and "why" of bringing digital storytelling into the classroom, then provide hands-on experience in using a variety of free tools in the digital storytelling process. No matter their current technology proficiency, participants will leave with the ability and resources to bring digital storytelling into their own classroom.



Cost: \$125

WMP428

It's a Wrap! Sharing Comprehension with Student Movie Making

Robert Miller

Is your class yearning for a creative outlet to demonstrate comprehension? With a video camera and available software, your students will jump at the opportunity to share with their class and community the process of student movie making. From brainstorming, storyboarding to revision and post-production, your classroom will be transformed into a movie studio! Join as we demonstrate the movie making process plus tips and techniques for doing newscasts, docudramas, claymation, green screening and more!



Cost: \$125

WMP467

7 Projects x 3 Dimensions = 21st Century Learning

Nancye Blair

Research and educators agree that learning in 3-D can increase student understanding—and engagement. Experience cutting-edge anaglyph Web 2.0 and hardware tools, as well as free online resources that will make your elementary curriculum come to life! What are you waiting for? Join us as we throw on some 3-D glasses and start innovating!



Cost: \$125

WMP471

Beyond the Links in Moodle 2.0

Dawn Howard

Infuse and transform your Moodle 2.0 courses into highly engaging and interactive virtual learning environments. Demonstrations will provide teachers, trainers and Moodle administrators with ideas for HTML, widgets, activities, avatars, animation and simulations. Access will be provided with tools, resources and references.



Cost: \$125

WMP483

Cast the Net! Engaging Students with Netbooks and Web 2.0

David Futch

Presenters have an extensive background in 1-to-1 implementation, and most recently, with netbooks in the classroom. Discussions will include purchasing guides, development of curriculum, computer-based applications and Web 2.0 applications that will promote successful implementation. Participants will be given digital resources for classroom management, step-by-step guides for applications and hands-on time to experience the "student side" of a netbook classroom. Bring your netbook or laptop to participate.



Cost: \$125

WMP900

iPad A to Z

Leslie Fisher

Are you brand new to the iPad? Do you want to learn how to use the device effectively? This workshop will introduce you to the iPad while showing you lots of tips and tricks. You will learn how to find educational apps based on your focus in the classroom. The workshop will conclude with an overview of apps for both you and your classroom.



Cost: \$125

Monday, January 23, 2012

4:00 pm - 7:00 pm

WME051

iCreate. iPublish. iPad.

Eric Walters

Interested in publishing your own eBook? Or having your students publish their own eBooks? Participants will discuss the integration of pedagogically-sound iPad apps in the K-12 curriculum as the basis for ePublishing. Samples of teacher- and student-produced eBooks that leverage the functionality of iBooks will be presented and reviewed, as will guidelines for developing your own ePub projects. Participants: bring your iPad!



Cost: \$125

WME166

GiNormus Free Tools—Secrets of Using Google in the Classroom

Howie DiBlasi

Become a Google expert! Join us as we share ideas, initiate projects and promote the use of free tools that will more effectively engage students in their learning. Discover a power tour to help you master the most useful and essential tips, applications and search tools to use in the classroom, and for administrative and personal use. Gain knowledge about new and "hardcore" tips and apps that you will use every day. Tap into Google's full potential and make your life easier, both in and outside the classroom.



Cost: \$125

WME200

Video Projects in the Classroom From K to a 3-Camera Studio

Michael Thompson

Students that are more engaged in their education achievement more. In this session we will show how students can be engaged in producing digital video projects starting from as early as Kindergarten. We will demonstrate a sequence of software and projects to show how to build on skills learned to produce professional looking projects. Also demonstrated will be a package that facilitates student-produced projects, from video book reports to 3-camera studio news reports.



Cost: \$125

WME310

Flash—A New Direction

Michael Sawyer

Learn to use Adobe Flash to create multimedia-rich and interactive animations for stand-alone programs or the web. During this workshop participants will use the timeline to animate objects, create streaming sound and video controls for the web; use ActionScript to create interactive animations and see Flash's role in mobile application development. This workshop is for intermediate computer users with limited to no Flash experience. Adobe Certified Associate (ACA) will be covered.



Cost: \$125

WME393

Wireless and Mobile Attack

Ernest Staats

This hands-on security workshop will focus on some of the current attack vectors. We will focus specifically on wireless and mobile security vulnerabilities. We will look at how information can be stolen through wireless connections and what can be done with mobile devices on the network. We will be using open source or free products to scan and test our systems. We will also go over some ways to fix the security issues that can be fixed.



Cost: \$125

WME423

Fun and Simple Digital Media Without Footage in Windows 7

Rushton Hurley

Using freely available resources and software, anyone can make digital media presentations that engage students, improve learning and help promote programs at one's school—and all of this is possible with just audio and images! Join a Google Certified Teacher for good ideas and good fun on possibilities in Windows 7, as well as project ideas and free resources.



Cost: \$125

WME430

'HOTS' Stuff with Cool Tools: Engaging the Transmedia Generation

Lynell Burmark

Enough with boring, mind-numbing test cramming! Time to develop higher order thinking skills (HOTS) by inviting students to actively create and interact with information rather than passively sitting and getting it! Come get technology-based activities for each level of Bloom's Digital Taxonomy and beyond! Free DVD with handouts, presentations, more image and music resources and free software. Plus enter to win an Epson LCD projector!



Cost: \$125

WME459

21st Century Learning: Defined, Refined and Made to Run—Oh, So Fine

Allen Anderson

Students are crying for it and few understand it. Come with us on a journey to see how to create an environment in which students are engaged and utilizing the tools they use in life outside of school. This workshop will empower schools to make the jump from "old school" to the contemporary world our students live in. Join us for the latest in internet resources, apps, global learning, cloud computing and the mindset of teaching in the 21st century and beyond.



Cost: \$125



WME475

Treasures in the Cloud

Cathy Hutchins

Looking for Web 2.0 treasures? We've found it! Come and drift away as we share free treasures including presentation tools, web page creators, social bookmarking tools, video tools and video sharing, along with productivity tools. Walk away with a plethora of Web 2.0 tools as participants dabble in a variety of treasures found.



Cost: \$125

WME901

The Good, Bad and Ugly: Taking Digital Pictures Effectively

Leslie Fisher

This workshop covers everything from composition, lighting, flash techniques and point-and-shoot camera settings, as well as Photoshop tips to help you enhance your digital images. The presenter will share examples of photography use in the school and how to share your photos safely with your students and parents.



Cost: \$125

WME903

Flipping Professional Development

Meg Ormiston

Flip the professional development model so teachers learn through online videos, podcast, pencasts and screencasts. Then teachers come together to participate in the professional learning network so they can share what they learned and focus on changing instructional practice leveraging Web 2.0 tools. This customized learning results in significant cost savings to districts. Examine the resources that are currently available and how you can customize PD for your learning community.



Cost: \$125

WME904

Flip Your Classroom? Introducing Your Personal Ten-Point Tech Plan

John Kuglin

A recent development called "cloud computing" is changing classrooms. Numerous cloud-based applications provide new methods of assessment, assist in individual learning plans and facilitate building customized online tutorials. This workshop challenges participants with a Ten-Point Personal Tech Plan built around innovative and mostly free web-based services! Discover new collaboration tools, distribution techniques and ways to present information in a cost-effective, systems-oriented approach.



Cost: \$125

Tuesday, January 24, 2012

8:00 am - 3:00 pm

WTF518

Create Your First iPhone Web App!

Jamey Osborne

This workshop will introduce you to the process of building an application that will work on the iPhone or other mobile device. The app will use HTML, CSS and JavaScript. You'll learn how to create and manipulate a database on the phone using JavaScript and display it to your users. This is an advanced workshop and we will spend a large chunk of the day looking at and working with code but will be presented in a way that non-programmers can comprehend.



Cost: \$225

WTF906

The Interactive Classroom Deconstructed

David Schubert

Schools all over the country are equipping their classrooms with interactive technology to enhance instruction. This workshop will include a detailed explanation of each component of an interactive classroom, a comparison of the most popular products and research-based strategies for using each component effectively. The workshop will also highlight interactive internet, curriculum and software resources available for these components. Participants will learn how to install each of the components of an interactive classroom and will develop an interactive lesson that incorporates several of the components.



Cost: \$225

Tuesday, January 24, 2012

8:00 am - 11:00 am

WTA064

I Have an iPad—Now What? Tips and Apps for School Administrators

Susan Brooks-Young

The iPad is the consumer electronic with the fastest adoption rate ever. How might the device impact education? Some districts are trying to answer that question beginning with school administrators. In this workshop you will learn about the iPad as a productivity tool for adults and a learning tool for students. Bring your iPad (1 or 2) or laptop to participate.



Cost: \$125

WTA119

Student ePortfolios with Google Apps

Helen Barrett

Google Apps is a free tool that can support formative assessment and deep learning. Create a comprehensive learning ecosystem with Google Apps as a student-centered approach to all three levels of ePortfolio development: create/collaborate/store/share artifacts in Google Docs; support reflection/feedback using Blogger; utilize presentation websites with Google Sites. Also, learn about the Teacher Dashboard add-on, a tool for managing Google Apps in schools.



Cost: \$125

WTA151

100+ Free Internet Resources for Educators in Real Classrooms!

Howie DiBlasi

Overview of 100 free resources for use by classroom teachers, in real classrooms—with real students! Content will focus on interactive websites that can be used for differentiated instruction, classroom management, learning centers, critical thinking, problem solving and global connections. Learn how to discover your students' potential in technology as we explore resources that are exclusively for K-12 students to assist them in lifelong learning.



Cost: \$125

WTA180

Put the “i” in Teaching with an iDevice

Allen Anderson

The iPod Touch is an affordable solution to a one-to-one classroom. In this workshop we will discover the best free applications that can be used on an iDevice and how to integrate them into your lessons. We will explore iTunes, iTunes U and other sources to find valuable resources that will make this little device more valuable than any Teacher's Edition. Bring your iPod Touch to participate.



Cost: \$125

WTA184

Photoshop Rockstar—Quick Tips to the Top

Rob Schwartz

This fun-filled workshop will help you master the core concepts that will increase your Photoshop skills and overcome those issues that typically trap users at the bottom of the curve. This workshop will cover the most important concepts, provide free resources for teaching Photoshop and help you get from Photoshop lame to Photoshop game! Rob uses tons of humor in his workshops, so if you don't have a sense of humor, translators will be provided.



Cost: \$125

WTA249

HTML 5

Michael Smith

In this hands-on workshop, participants will learn how to create a website using Hypertext Markup Language (HTML). Upon completion participants will be able to create web pages, add images, link pages and change the background and text color for the web page. Basic storyboarding techniques and web terminology will also be covered.



Cost: \$125

WTA297

Using Web 2.0 to Engage Your Students

Rick Reece

Learn how Web 2.0 tools such as wikis and blogs can enhance student collaboration and communication and create one of your own. Discover how podcasts can be a great tool for delivery of instruction, an easy medium for student projects and an alternative form of assessment. Investigate other Web 2.0 tools that will enhance student learning. Participants will also take away access to step-by-step handouts, sample files to use in their classrooms and ideas for classroom integration.



Cost: \$125

WTA432

Teach SMARTer not Harder: Maximizing your SMART board in the classroom

Jo Curry

Learn all the exciting interactive tools that are waiting to engage students and get them focused on learning. Participants will not only learn to create their own lessons, but will be shown how to find lessons already created by other teachers, then adapt them to fit their own curriculum and grade level needs. Most important of all, teachers will establish a network of teachers and educators that will provide endless support and ideas for using a SMART Board everyday for classroom lessons.



Cost: \$125

WTA495

Create a Blended Classroom Learning Environment with Moodle

David Futch

Does your class instruction slow when dealing with snow days, hurricane days or student illness? Learn how to extend your classroom instruction beyond the physical barriers of the face-to-face environment with Moodle. In this hands-on workshop participants will experience a live eLearning environment that delivers audio, video and self-assessments to help students stay on track. The presenters will provide many free resources that will extend this workshop well beyond the allotted time frame.



Cost: \$125



WTA905

Can You Hear Me Now? Using Audio to Support Young Learners

Gail Lovely

Imagine driving with your eyes shut... muting a sense is nonsensical! This workshop will focus on audio tools, resources and ideas to enhance learning. We know audio is incredibly important, especially to some of our learners or in some areas of learning, but finding good audio tools, resources for sounds and incorporating these into our teaching and learning is thought to be difficult by many. This workshop will provide a sampling of useful audio resources for teachers as well as tools for creating and sharing audio with and by students.



Cost: \$125

Tuesday, January 24, 2012

12:00 pm - 3:00 pm

WTP032

3-D Tools: Digital Dimensions for Dynamic Learning Activities

Richard Jeter

3-D makes for engaging and relevant learning activities that promote understanding of visual-spatial concepts and development of technology skills. Attendees will learn how their students can create their own 3-D videos using two cameras, freeware anaglyph creation software and video software including Windows Movie Maker and Microsoft Photostory. Attendees will also learn how their students can transform Google SketchUp creations into 3-D anaglyphs and how to get a class set of 3-D glasses. Bring your laptops, tablets and digital cameras to participate.



Cost: \$125

WTP040

Is 7 Your Lucky Number?

Brent Williams

Windows 7 has a feature set that clearly sets it apart from Windows XP and makes it a pleasure to use. However, the transition from Windows XP to Windows 7 can be challenging, to say the least. This session will explain and demonstrate why 7 is a great fit for the classroom and describe the challenges students, teachers and technology specialists will face migrating to Windows 7. If you have one, bring your own Windows 7 Netbook, Laptop or Tablet and follow along! (Not required)



Cost: \$125

WTP065

Web 2.0 Tools that Support Highly Effective Instructional Strategies

Susan Brooks-Young

You are familiar with various Web 2.0 tools and would like to use them with students. Now you need to structure activities that actually impact student learning. This workshop helps you move from how to use the tool to effective instructional design.



Cost: \$125

WTP181

Electronic Excitement in the Elementary Classroom

Allen Anderson

Want to learn how to enhance and simplify teaching? Come see how to utilize basic applications (Office, Quicktime, Inspiration and the web to name a few) in the classroom to teach the different subject areas. Explore examples of how basic programs and the internet can make the curriculum in any classroom come alive! Participants will walk away from this workshop with tools in place to make learning pop in their classroom.



Cost: \$125

WTP223

Google Earth and Google Map!

Cindy Lane

Google Earth and Google Map are two free tools that can be used effectively in all subject areas in your classroom. Come and see how these programs are used and how they are part of every teacher's toolbox! Basic navigation as well as finding good KMZs will be shown. (Don't know what a KMZ is? Come and learn!) There is a Google site for both of these tools for the participants to share with others, as well as reflection!



Cost: \$125

WTP244

Learning the Basics of Animating with Adobe Flash

Joe Dockery

This workshop will get you up and animating with Adobe Flash in no time and leave you with a semester of curriculum for your classroom. Learning objectives include: introduction to the Flash interface, tools and working with layers, animation techniques including the new motion, classic motion, frame by frame and the bone tool, additional lessons include the 3-D tool and dialog replacement. This workshop utilizes video tutorials that can be used by the participants in their own classrooms



Cost: \$125

WTP295

An Educators Guide to Clouds in the Classroom

Charles Moseley

Cloud computing is rapidly becoming one of the hottest topics in the K-12 community. Budgets are being slashed and everyone is being forced to get creative with funding and resources for both students and teachers. Participants will gain an understanding of cloud computing, explore the many benefits and examine the current limitations to implementing clouds in the classroom. Teachers and administrators will leave with the ability to safely maneuver their classrooms around in the cloud.



Cost: \$125

WTP422

Google Docs and Forms in Gory Detail

Rushton Hurley

Do you want to learn to use the various tools of Google Docs, such as Docs, Presentations and Spreadsheets? Curious how to collaborate and plan projects with them? Needing someone to guide you through the awesome ease and power of Google Forms? Join Google Certified Teachers for your chance! All you'll need is a Gmail or Google account for which you remember the password.



Cost: \$125

WTP458

iPod, iPads + Apps, Oh My!

Cathy Hutchins

Come and learn how these amazing tools and applications make learning come alive in any K-5 classroom. The "best of the best" grade level educational apps for PreK - 5 will be shared, as well as tricks to employ when using these bright and shiny devices. Bring your iOS device (iPod, iPod touch) and have your iTunes account set up to participate.



Cost: \$125

WTP556

iLearn iTeach: Curriculum Apps for the iPod Touch, iPhone and iPad

Patsy Lanclos

This presentation will demonstrate iDevice apps in a variety of curricular areas including, but not limited to, language arts, mathematics, science, social sciences, music, art, foreign languages and reference tools. Play musical instruments, paint pictures, become a history pro and better mathematician, edit images and keep current with today's news. Bring your iOS device (iPad, iPhone, iPod touch) to participate.



Cost: \$125

Wednesday, January 25, 2012

8:00 am - 10:00 am

WW1371

Engaging Your ESL Students with Animation and Technology

Beverly Fine

Animation and technology are universal languages and perfect for teaching English. Learn about a comprehensive, web-based program that combines animated movies, interactive features and computer skills as it engages and guides your students' English language development in all four language domains. Take home lesson plans that encompass differentiated and cooperative learning strategies and higher-order thinking skills, plus ideas for incorporating BrainPOP ESL into your classroom.



Cost: \$100

WW1107

The Multiple Uses of Blogs

Michelle Cheasty

There are many different ways to communicate with students in the 21st century. Learn how to integrate blogs into all content areas. Learn different blog resources, as well as ways to keep children safe online while integrating new ways of communicating and writing. Participants will also view free blogging sites, such as Blogger, WordPress, Kidblog and Blog.com and gain the basic knowledge to compare these sites in order to determine what will work best for their classrooms and begin blogging immediately!



Cost: \$100

WW1167

The Fab Four Video Projects

David Fisher

Turn Your Classroom into a Movie Studio! The Fab Four Video Projects (paper slide video, music video, still image video and full production video) are dynamic, creative and educationally powerful. You'll learn how to use your Flip or other video camera to prepare for and shoot these projects. No experience required! You will be a movie producer the day you return to school. Participants will work on PC laptops but you can bring your own laptop, iPad, digital video camera and cables (if needed).



Cost: \$100



WW1291

Say... Is That a Photo Lab or an iPad?

Rick Reece

Your students can enhance projects by using iPads to take and manipulate photos. Bring your own iPad (1 or 2) and digital camera. Learn great tips for improving your shots, followed by a mini "shoot" to try them out. Then you'll work some editing miracles using free and/or inexpensive iPad apps to prepare those photos for student projects and other things. You will also take away access to step-by-step handouts, sample files to use in your classrooms and ideas for classroom integration. Participants need to bring their iPad 1 (& a digital camera) or an iPad 2.



Cost: \$100

WW1386

There's An App and Lesson for That!

Rose Kebe

iPod touch + apps + sample lesson = one happy teacher! This presentation will assist teachers with successfully incorporating iPod touches and apps into classroom instruction. Attendees will leave this session with ideas, apps and sample lessons to apply in their classroom. It will also provide a better understanding of how the iPod touch can be used effectively to keep students connected and excited about learning.



Cost: \$100

WW1450

Web Conferencing: Use Your Computer to Collaborate Online

John Thompson

The session will discuss using desktop web conferencing applications (e.g. Elluminate, Adobe Connect) for everyday use in the class and office. Participants will learn about the concept and uses of desktop web conferencing, suggested selection criteria (e.g. cost, intended use) and results of extensive research and testing of desktop web conferencing applications. Web conferencing programs will be demonstrated.



Cost: \$100

WW1478

Technology Based Assessment with Moodle 2.0

Dawn Howard

Learn how Moodle 2.0 can be used for formative and summative technology-based assessment. Explore Moodle activities along with auto scoring, recording and reporting features. Peer to peer assessment activities will also be included.



Cost: \$100

WW1480

The Principal's iPad

Cathy Hutchins

Are you a school administrator wondering if the iPad is for you or wanting to learn more about this amazing tool and how to best utilize it on your job? Well this workshop is for you. Bring your iPad (or not, if you are undecided) to learn about all the different ways the Principal's iPad can become your best friend. From apps to classroom walkthroughs, notes, to photos, this tool is one you don't want to be without. Come and learn how this Principal's iPad is an iKnow iNeed tool! Bring your iPad to participate.



Cost: \$100

WW1583

Using SchoolTube to Host Your Multimedia Online

Rob Zdrojewski

SchoolTube.com is a free media sharing website used by educators and students worldwide. Learn how to safely share media using SchoolTube's moderation features. Perfect for newscasts, book reports, student projects, you name it! SchoolTube is the only video sharing website endorsed by major organizations such as the National Association for Elementary and Secondary Principals and more.



Cost: \$100

WW1615

Literacy Instruction for Digital Learners

Kyle Schutt

21st century learning has transformed the very meaning of the word "literacy." Mobile platforms like iPods and iPads allow students to read, record and create their own stories that can be published to the whole world. Come learn how these digital tools can help support the fundamental building blocks literacy while teaching students the 21st century skills they need to be successful now!



Cost: \$100

WW1907

Using Mobile Learning Devices in the Classroom

Elliot Soloway and Cathie Norris

With the goal of providing educators with concrete images of how mobile learning devices can be successfully and effectively used in classrooms, we will provide specific examples of how educators are indeed using mobile learning devices in their classrooms. We will show attendees how to "mobilize" a curricular unit—transform the paper-and-pencil unit into a dynamic, interactive MLD-based unit. Each attendee will be provided with an MLD (e.g., a smartphone) during the workshop in order to pretend to be a student enacting a "mobilized" lesson. We will provide ample time for Q&A.



Cost: \$100

Wednesday, January 25, 2012

10:30 am - 12:30 pm

WW2038

Apps that Transform Learning

Janel Scott

Join us for a whirlwind of apps for your iPod, iPhone, iPad and Droid during this fast-paced session! We will present the best apps that we have found for education at the preK-12 level. Whether you're a seasoned veteran or a novice, this session will provide you with insight on ways that these mobile touch devices are impacting teaching and learning. A back channel will be available for participants to also share their favorite apps.



Cost: \$100

WW2094

Tips and Tricks of Windows 7 and Office 2010

J. Peter Bruzzese

This is the perfect combination of both Windows 7 and Office 2010 and participants get help all in one shot. The presenter is an expert Windows 7 technical author and video screencaster. Explore every nook and cranny of the OS. Combining that with Office 2010 expertise will make this a session that teachers and administrative staff will not want to miss.



Cost: \$100

WW2163

Let's Go Educaching! Finding Educational Treasures Using GPS

Andrea Rollison

Have you heard of the high-tech way to treasure hunt? It's called Geocaching. Geocaching is an outdoor activity in which participants use a GPS unit to locate hide-and-seek containers, called "caches." Now find out how you can use it in your classroom. The presenter will demonstrate standards-based lessons that you can perform with your students to create motivating and educational activities using a GPS. Participants will take part in their own educational experience! GPS units will be provided by the presenter for use during the workshop.



Cost: \$100

WW2172

100 Uses of a Document Camera

Jenna Linskens

Document cameras are not just fancy overhead projectors. This session shows how educators can use the document camera for more than just projecting images on a screen to engage student learning and increase participation in the classroom. Lesson ideas and activities will be shared on a document camera.



Cost: \$100

WW2234

Adobe Photoshop for Videography

Joe Dockery

Learn how to harness the power of Photoshop as a tool to manipulate your video and to build artwork that you can incorporate into your projects. Learn to apply filters, effects, blend modes and layer masks to your video; build artwork, such as lower thirds, logos, DVD menus, labels and case covers; and building motion graphics for Adobe After Effects and animating them. This workshop utilizes video tutorials that can be used by the participants in their own classrooms.



Cost: \$100

WW2252

7 Steps to Achieve Successful Online Discussions

Catlin Tucker

In one session attendees will learn how to create a virtual safe space and support students in collaborating and communicating effectively online. Attendees will learn strategies to create a safe space online; building an online community; asking quality questions; supporting students in saying something substantial; defining a realistic role for themselves; having fun with multimedia; and weaving online work into the classroom.



Cost: \$100

WW2296

LEARN with a Strong PLN

James Gubbins

This interactive workshop will demonstrate how Web 2.0 utilities like Facebook, Twitter, LinkedIn, Nings and others can be leveraged to cultivate ongoing and sustainable professional development. By implementing the LEARN strategy, attendees will have the opportunity to discover how these complementary tools can work in together to build a foundation for a strong professional learning network. Participants need to bring any device that has wireless access.



Cost: \$100

WW2300

Transforming Technology Integration for 21st Century Learners

Nancy Blair

Our kindergartners were born the same year the Wii and iPhone were released. These interactive, relational students are not the same 21st century learners we had the first decade of the millennium—and our technology curriculum and integration shouldn't be either! Join us as we explore proven and emerging ways to revolutionize your class and school with a technology-infused curriculum for student discovery and creation!



Cost: \$100



WW2380

Storytelling for the YouTube Generation

Steve Dembo

Every student has a camera in their pocket and easy access to video tools that rival professional movie studios. But how do we use these powerful technologies in the classroom? Take a look at non-traditional ways to harness the power of digital storytelling to tap into student creativity throughout the curriculum.



Cost: \$100

WW2442

Tech Tools To Simplify Your Life

Carlos Fernandez

Explore the full potential of Evernote, Drop Box and Social Bookmarking sites that can cater to your personal needs in and outside of the educational world. Learn to use these tools to become a more effective teacher. Use the tools to simplify the way that you do things within your profession. Cut the frustration out of education and let your creativity and effectiveness develop.



Cost: \$100

WW2515

Radically Transform Your Classroom into a 21st Century UDL classroom

Bill Schulte

Based on the principles of Universal Design for Learning (UDL), a district team shares how they are radically transforming educational practices to meet the need of all students through the use of cutting edge technologies, a radical approach to delivering curriculum and implementing radical programs that are bringing high levels of student engagement and learning.



Cost: \$100

WW2558

50 Ways to Use QR Codes in the Classroom

Patsy Lanclos

Now that digital devices with cameras have become more common QR codes have a legitimate place in the classroom. A QR code can contain a web or e-mail address, phone number and text. QR code readers can be downloaded for these mobile devices, as well as Macs or PCs. Come to this session, learn to create/read QR codes as well as integrate them into classroom lessons and quizzes. Participants can also bring their own iPad, Mac or PC to follow along!



Cost: \$100

Wednesday, January 25, 2012

1:00 pm - 3:00 pm

WW3083

Transform the Secondary Classroom with Web 2.0 Tools

Stephen Veliz

Today's students are living digital lives. This session is designed for secondary teachers from across the curriculum to help you transform your classroom using free tools and resources. From establishing a digital footprint for yourself to helping your students acquire 21st century skills, this session will have an immediate impact on your teaching. Topics will include blogging, online collaboration, digital storytelling and more.



Cost: \$100

WW3133

21st Century Teaching and the New Media

Len Scrogan

21st century visual teaching strategies are culled into eight big ideas. Break the mold (break the chains of traditional practice) when teaching with video or streaming resources. Learn practical and immediately usable strategies, best practice and research-based approaches when teaching with media, including: DVDs, streaming media, YouTube, or cable TV. Don't get stuck in the last century! This workshop is based on 60 years of research, simplified into one short session.



Cost: \$100

WW3168

What is a Tweet & How Do I Twitter?

Jenna Linskens

Find out how thousands of educators are accessing the world of Twitter to gain free professional development, share and collaborate to expand their knowledge of educational trends, policies and training. This is a basic training on the how-tos and whys of Twitter to learn how to maximize this online networking tool.



Cost: \$100

WW3227

Tap the Power of Social Media for Administrators and Teacher Leaders

Catherine Koos

Learn how one school is using social media platforms such as Twitter and Facebook to enhance professional development and build relationships within the school community. This session will provide an overview of the school's expanding social media presence and prompt you to think about new ways to share your professional expertise with colleagues around the world.



Cost: \$100

WW3274

Online Discussions Make Math & Science Relevant

Colt Briner

Supercharge your math or science class with online discussions. Learn how to meet them where they are with fun and simple ways to use online discussions. This session covers how to set clear guidelines and expectations; how to get substantive responses from students; how online discussions save time; how to keep it fun and fresh; and easy ways to drive higher level thinking skills. Learn about tools and resources that help foster dynamic, subject-relevant discussions with your students.



Cost: \$100

WW3484

Intro to Adobe Premiere Elements

C. David Schneider

Using the latest version of Adobe Premiere Elements, participants will be guided through an easy to follow step-by-step, hands-on experience. The workshop for beginners will focus on the basics of editing. Titles, animated graphics and transitions will come into play as the final project is given the professional touch and exported to tape, disc and a variety of digital formats. We will also explore creative ways to produce podcasts with copyright free music and images in Premiere Elements.



Cost: \$100

WW3503

iPads, iPods, eReaders and More

Michelle Cheasty

Mobile devices are everywhere. By taking advantage of small mobile devices, schools can significantly increase student access to ever-changing academic information in the digital format they are accustomed to. Reduce the size of backpacks, have access to instant, up-to-date textbooks and utilize various types of multimedia to enhance curriculum.



Cost: \$100

WW3586

Edmodo.com: Social Networking for the Classroom!

Rob Zdrojewski

Edmodo is a free and secure social learning network for teachers, students and schools. Edmodo provides classrooms a safe and easy way to connect and collaborate, offering a real-time platform to exchange ideas, share content and access homework, grades and school notices. Accessible online and from any mobile device via free smart phone applications, Edmodo has grown from a teacher tool into a district-wide resource as word of the free online service spreads through schools around the world.



Cost: \$100

WW3587

Video-Making: A Creative Way to Assess Learning

Kati Searcy

Are you looking for innovative ways for students to demonstrate their learning? Do you want to incorporate HOTS (Higher Order Thinking Skills) into your classroom? Movie-making can be a fun and effective way for students to exhibit their mastery of the curriculum. Learn how to make paper slide videos and music videos. You will go through the entire creative process for each of these types of videos. See actual examples of student videos. If you have a Flip camera, bring it to the workshop, but it is not required.



Cost: \$100

WW3617

Using Digital Games in the Classroom

Jonathan Parley

Can the video games that have students engaged be used for educationally sound lessons? Explore game design and then create classroom lessons based on real games. Participants will be asked to contribute and they will leave with an understanding of what their students are actually doing while playing games, new ideas on how to leverage those games and an ability to speak the language of games with their students.



Cost: \$100

Wednesday, January 25, 2012

3:30 pm - 5:30 pm

WW4141

Grant Writing Made Easy

Douglas Brooks

Participants will be introduced to GrantSuccess, a successful, four-stage, 32-step grant application authoring system. GrantSuccess introduces participants to a creative method for reviewing complicated RFPs and transforming them into three pre-writing guide tools that support text development and editing. GrantSuccess has been an online professional development course for Ohio teachers and is supported by web-based resources.



Cost: \$100

WW4253

Embedding TI-Nspire Documents in the Web Pages and LMS Courses

Michael Darden

This is a hands-on exploratory session where educators will learn to embed TI-Nspire math and science documents into web pages, blogs and learning management systems (such as Moodle and Blackboard) using the freely available TI-Nspire Document Player. Participants will see best-practice examples of how students and math/science teachers are using embedded documents on the web, then use free internet resources to create and publish their own web page or blog containing an embedded document.



Cost: \$100



WW4287

The Educator's Complete Guide to Podcasting

Charles Moseley

Learn how podcasting can be integrated across the curriculum and be diversified for each learner. This workshop has been tailored to meet the needs of both the classroom and elective teacher. Come join this fast-paced workshop where participants will learn how to record and edit audio, create podcast, choose a hosting option and submit podcast to websites such as the iTunes Music Store.



Cost: \$100

WW4341

Digital Storytelling: Simple Special Effects

Joe Brennan

It's not hard to make use of the free editing software on computers to mimic some of the special effects we take for granted in movies and TV shows. See how students can put themselves anywhere in time, the world, the universe, even warp time, make Harry Potter's invisibility cloak or "beam me up, Scotty." Students can quickly and easily employ a number of simple special effects into the video productions they author to bring their learning message home.



Cost: \$100

WW4357

Enabled, Engaged, Empowered: The Student Vision for Digital Learning

Julie Evans

Enabled, empowered and engaged, students have a unique vision for digital learning that reflects their desires for social-based learning experiences that are untethered from the traditional classroom and rich in digital media and content. In this session we will share the latest Speak Up national findings from K-12 students, parents and educators with a special emphasis on mobile learning, online and blended learning and e-textbooks and digital content. Participants need to bring any device with internet access.



Cost: \$100

WW4360

GIMP: Great Images Minus Photoshop

Gordon Worley

GIMP is a free open source program for editing photos. Edit photos without the cost of Photoshop! In this two-hour session participants will learn the interface, basic photo corrections, retouching, layers, masks, channels, typography, blemish corrections, red eye removal, filters, effects and much more.



Cost: \$100

WW4419

Taking a Lead: Sharing with Colleagues and Presenting at Conferences

Rushton Hurley

Thinking about ways to share what you learn with your colleagues? Wondering how to submit successful proposals to FETC and other conferences? This session includes heaps of suggestions on how to move from one who learns to one who shares, all from a presenter who both trains teachers to use technology meaningfully and speaks to thousands of teachers each year around the country.



Cost: \$100

WW4493

Evernote in Education

Carlos Fernandez

Come and learn to use Evernote to its full potential. Bring your Laptop or iPad and you will learn how to make Evernote work for you. Learn to use it as a teacher tool, organizational tool, or student tool.



Cost: \$100

WW3543

Scratch Programming for K-5

Steve Turner

Scratch is a programming language that makes it easy to create your own interactive stories, animations, games, music and art- and share your creations on the web. As students create and share Scratch projects, they learn important mathematical and computational ideas, while also learning to think creatively, reason systematically and work collaboratively. The presenter will introduce ideas for using Scratch with K-5 students.



Cost: \$100

WW4559

Hot, Free Apps for Your iPod Touch and iPad

Patsy Lanclos

Work in teams to explore the free apps available for the iPad, iPod touch and iPhone, for art, foreign language, language arts, math, music, news and reference, preK-1, recess, science and social studies. Many utilities will also be investigated. Collaboratively create activities using two or more apps. A wiki will support the participants after the conference. Bring your own device to this workshop (iPad, iPod touch or iPhone). Participants need an iTunes account.



Cost: \$100

WW4585

Screencasting with Jing

Rob Zdrojewski

Learn how to create dynamic video tutorials of screen content with Jing! Jing is a free software program available for Win and Mac. Teachers can create video lessons for students and students can create how-to videos for each other. Learn more at JingProject.com



Cost: \$100

WW4908

Implementing Common Core State Standards Utilizing Technology

Meg Ormiston

This entire workshop will be hands-on with practice of new skills embedded throughout the session. Participants will reflect on the importance of creating and delivering rigorous and relevant curriculum as defined in the Common Core State Standards.



Cost: \$100

WW4909

Using Mobile Learning Devices in the Classroom: A Hands-On Workshop

Elliot Soloway and Cathie Norris

With the goal of providing educators with concrete images of how mobile learning devices can be successfully and effectively used in classrooms, we will provide specific examples of how educators are indeed using mobile learning devices in their classrooms. We will show attendees how to "mobilize" a curricular unit—transform the paper-and-pencil unit into a dynamic, interactive MLD-based unit. Each attendee will be provided with an MLD (e.g., a smartphone) during the workshop in order to pretend to be a student enacting a "mobilized" lesson. We will provide ample time for Q&A.



Cost: \$100

Thursday, January 26, 2012

8:00 am - 10:00 am

WR1105

Creating Hyperlinked Instructional Modules Using Power Point

M.O. Thirunarayanan

This hands-on workshop will show participants how to exploit the linking capabilities of Powerpoint to develop instructional materials for all ages and grade levels. Take home a hypermedia presentation created during the workshop.



Cost: \$100

WR1178

21st Century Classroom and BrainPOP

Trevor Jones

This session is aimed at showing teachers the wide uses of BrainPOP in a 21st century classroom. In this session teachers will see an overview of how to effectively use the BrainPOP website to make lesson plans, have interactive themes with Tim and Moby, how to use webinars and different online activities to enrich, engage and evoke learning in their children.



Cost: \$100

WR1264

Digital Storytelling Goes Social—Sharing Stories Using Web 2.0 Tools

Arnie Abrams

The presenter will demonstrate online tools for students to build and share digital stories. Web 2.0 sites can take digital storytelling into new domains. Not only can students share their stories with the world, but now they can work collaboratively to build their productions. We'll see how websites such as Animoto and VoiceThread offer free tools for creating and sharing digital stories.



Cost: \$100

WR1324

55 Tips for Integrating Windows 7 and Office 10

Gordon Worley

Get 55 tips and tricks for integrating Windows 7 and Office 10 into your curriculum during this fast-paced presentation. Learn shortcuts, methods to speed up workflow, engaging learners, using multiple desktops, SkyDrive, placeholder text and much more.



Cost: \$100

WR1569

Using Content-Infused Interactive Whiteboards in Early Childhood

Lilladale McManis, PhD

The session will present an interactive whiteboard technology and content-infused learning system in the context of best practices research and its use with early childhood educators. The presenter will focus on the whiteboard's use as a both a teaching tool and as a progress monitoring tool, with a focus on digital portfolios containing children's work in real time. The system is also appropriate for special needs, Title I and ELL.



Cost: \$100

WR1618

Easy Animations for Any Curriculum

Jaime Hernandez

Animation is a powerful teaching tool to teach problem solving through critical thinking. In this session, discover how students can take an idea across any core curriculum, put it in storyboard format, animate it using technology-oriented skills and teach their peers to achieve high academic performance.



Cost: \$100



Thursday, January 26, 2012

10:30 am - 12:30 pm

WR2068

Using Social Networking to Foster Creativity in the Writing Process

Keith Earls

Learn how to use social networking to increase the quality of writing your students produce, regardless of the content you teach. This session examines how social networking improves creativity and increases meta-cognitive skills. Leave this session with strategies and tools that can be used immediately to increase your students' writing quality. Bring any internet capable device to join in!



Cost: \$100

WR2113

Free Online Tools for Use in the K-12 Classroom

Michelle Cheasty

At the end of the session, you will be able to track blogs, know how to create a podcast and use tools in Google you may not have know existed. Learn about freeware and shareware and learn to evaluate online tools to use.



Cost: \$100

WR2294

Reaping the Benefits of a PLN

Charles Moseley

There is nothing new about a personal learning network; however Web 2.0 apps can accelerate and enrich an educator's PLN. Time spent planting and cultivating one's PLN can produce extreme benefits by tapping into the expertise of like-minded professionals. Today's exciting Web 2.0 apps make it easier than ever to get started creating a PLN.



Cost: \$100

WR2343

Mobile Video In and Out of the Classroom

Arnie Abrams

Students and teachers are increasingly shooting video on cell phones. How can these devices be best used in schools? We'll look at applications of digital video across the curriculum. The presentation will outline 10 classroom video projects and ideas for digital storytelling. The presenter will also share video production and editing tips. We will explore how sharing projects online. This presentation is relevant to video production with any type of digital camera.



Cost: \$100

WR2454

Create the Ultimate Technology Project—Today!

Nancye Blair

Want to integrate engaging and effective technology projects into your classroom, but aren't sure where to start? This session will help you find the right tools, customize your projects for diverse learners, find authentic audiences and even figure out how to grade these creative masterpieces! Discover free and easy-to-use projects with all the bells and whistles you're looking for— student-created movies, avatars, digital books and more!



Cost: \$100

WR2910

Web 2.0 Tools, Not Toys

Gail Lovely

The internet has an amazing collection of resources, tools and websites for us to use with our students. This workshop will introduce you to some powerful, yet-easy-to-learn web tools for you and your students. Strategies, tips and even a few simple tricks will be shared. A focus on free tools to use within the curriculum will be maintained throughout.



Cost: \$100

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FTC Family of Companies
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PolyVision
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RM Education
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Samsung Electronics
Samsung Techwin America
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exhibitors and company information.*

Travel & Housing

Hotel Information

Hotel reservations can be made through the FETC Housing Bureau. Please do not call the hotel, as you will be redirected to the FETC Housing Bureau, accessible through the travel page at the FETC website, fetc.org. Prices shown on page 30 are valid through December 16, 2011.

ALL reservations must be guaranteed with a credit or debit card.

Hotels will accept cash or credit/debit card payment for your stay upon arrival.

Personal checks will not be accepted. If you plan to pay with a school check or purchase order, **please note that the check or payment should be made out to the hotel directly, not to FETC.** Checks must be received 14 days before your check-in date and should be mailed directly to the hotel. **We recommend you mail your check after January 1, 2012.**

A cover letter with the following information MUST accompany your check:

- FETC 2012
- The name of the person(s) the reservation(s) is for
- Your company/school's name and address *and*
- The contact person's name, e-mail and phone number

If your school or organization is tax exempt, you must bring with you, or include with your check, a copy of the tax exemption certificate. The certificate must be a Florida tax exempt certificate (no other state is applicable). The name on the tax exemption certificate must match the name on the check.

For questions regarding housing, please contact:

SPAC Housing

Monday through Friday, 8:00 am - 5:00 pm ET

Phone: 702.938.1490

housing@1105media.com

Travel Offers and Discounts

Air Travel Discounts

American Airlines is offering discounts to FETC attendees for travel to Orlando between January 20 and January 29, 2012. Mileage members can receive credit for all American miles flown to attend this conference. To take advantage of these discounts, please call toll-free, or have your travel agent call: American Airlines: 1.800.433.1790, reference number #2212BL. To book your discounted ticket online go to www.aa.com and use the discount reference number above as the aa.com promotion code.

Car Rental Discounts

Avis Rent-a-Car is offering a discount on car rental for all FETC attendees. To receive the discounted rates, call Avis at 1.800.331.1600 and use the Avis Worldwide Discount (AWD) number D005872.

Shuttle Service

Complimentary shuttle service will be available to transport attendees to and from most of the participating conference hotels and the Orange County Convention Center during regular conference hours. Please allow 20-30 minutes between the Convention Center and your hotel. The Rosen Centre will not have shuttle service due to the close proximity of this hotel to the Convention Center. Check schedule for hours of operation.

Wheelchair Accessible Service

FETC will have a lift-equipped motor coach available during regular conference hours to provide service for wheelchair-using attendees between the conference hotels and the convention center.

Accommodations for Persons with Disabilities

The Orange County Convention Center is wheelchair accessible and fully equipped to meet the needs of persons with disabilities. All FETC participating hotels also maintain facilities to accommodate persons with disabilities. Be sure to state your needs when making a reservation. Additional services will be available to hearing impaired participants who request an interpreter. If you are in need of assistance, please let us know prior to the conference, preferably by January 13, 2012 by contacting the FETC office at info@fetc.org or 850-219-9600.

FETC is Getting Greener at the Orange County Convention Center!

FETC 2012 will be held in the SOUTH Concourse of the Orange County Convention Center, located in the heart of Orlando's tourism district. The Orange County Convention Center (OCCC) is not only the second largest convention center in the nation; it is also nationally recognized for its sustainability initiatives. The OCCC exemplifies its commitment to environmental stewardship through ongoing recycling projects and consistent review of its facilities and processes.

This venue is located at 9899 International Drive. It can be easily reached from I-4 via State Road 528, Exit #1 (International Drive). The main telephone number is 407-685-9800. There is limited parking available adjacent to the South Complex of the OCCC. The Convention Center currently charges a per-entry fee of \$13 for passenger vehicles and \$25 for oversized vehicles. After 5 pm parking rates are \$11 for passenger vehicles and \$16 for oversized vehicles. For any further information regarding the facility, please feel free to call Guest Services at 407-685-5963 or e-mail Guests@occc.net.



Conference Hotels

Hotel reservations can be made online through the FETC Housing Bureau. Please do not call the hotel, as you will be redirected to the FETC Housing Bureau. Prices shown are valid through December 16, 2011.

Doubletree Resort Orlando-International Drive

\$119 single/double
10100 International Drive
Orlando, FL 32821
(.7 miles, about 2 min)



Embassy Suites International Drive/Jamaican Court

\$149 single/double
8250 Jamaican Court
Orlando, FL 32819
(2.0 miles, about 4 min)



Embassy Suites Hotel International Drive/Convention Center

\$189 king bed suites, \$199 double/double bed suites
8978 International Drive
Orlando, FL 32819
(1.4 miles, about 3 min)



Hampton Inn-Convention Center

\$143 single/double
8900 Universal Boulevard
Orlando, FL 32819
(1.4 miles, about 3 min)



Hilton Garden Inn Sea World International

\$134 single/double
6850 Westwood Boulevard
Orlando, FL 32821
(1.9 miles, about 5 min)



Holiday Inn Resort - The Castle

\$139 single/double
8629 International Drive
Orlando, FL 32819
(1.7 miles, about 3 min)



Homewood Suites by Hilton-International Drive

\$153 one-bedroom, king suite
\$183 one-bedroom, double bedded suite
8745 International Drive
Orlando, FL 32819
(1.3 miles, about 2 min)



Radisson Hotel Orlando

\$139 single/double
8444 International Drive
Orlando, FL 32819
(1.8 miles, 3 min)



Rosen Centre Hotel

\$223 single/double
9840 International Drive
Orlando, FL 32819
(0.3 mile, 1 min)



Rosen Plaza Hotel

\$196 single/double
9700 International Drive
Orlando, FL 32819
(0.8 mile, 2 min)



Rosen Shingle Creek

\$223 single/double
9939 Universal Boulevard
Orlando, FL 32819
(2.2 miles, 5 min)



Vista Cay Resort

\$169 - 2 bedroom condo
\$179 - 3 bedroom condo
4874 Cayview Avenue
Orlando, FL 32819
(1.9 miles, 5 min)



Westin Imagine

\$223 single/double
9501 Universal Boulevard
Orlando, FL 32819
(1.0 mile, 3 min)



Free Internet	Paid Internet	Free Fitness	Paid Fitness	Breakfast	Kitchenette



2012 Registration Form

January 23 - 26, 2012

First Name	Last Name	Title		
Primary Address		City	State	Zip/Postal Code
School / Organization	County/District	Twitter Name		
Cell Phone	Emergency Contact	Emergency Phone Number		
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Conference Pricing

	Pre-Registration (Before or on 12/16/11)	Late Registration (After 12/16/11)	On-Site Registration
<input type="checkbox"/> Full Conference Registration Fee	\$215	\$265	\$265
<input type="checkbox"/> Single Day Fee Tuesday/Wednesday/Thursday (circle one)	\$140	\$175	\$175

Please use the letter/number code when registering for workshops. (Example: WMP369)
Fees are listed individually in this brochure. Full payment required to reserve your seat.

Workshop Selection

	Code	Workshop Fee
Monday, January 23	8:00 am – 3:00 pm	WMF
	8:00 am – 11:00 am	WMA
	12:00 pm – 3:00 pm	WMP
	4:00 pm – 7:00 pm	WME
Tuesday, January 24	8:00 am – 3:00 pm	WTF
	8:00 am – 11:00 am	WTA
	12:00 pm – 3:00 pm	WTP
Wednesday, January 25	8:00 am – 10:00 am	WW1
	10:30 am – 12:30 pm	WW2
	1:00 pm – 3:00 pm	WW3
	3:30 pm – 5:30 pm	WW4
Thursday, January 26	8:00 am – 10:00 am	WR1
	10:30 am – 12:30 pm	WR2
Conference Fee		
Total Workshop Registration Fee		
(6-hour workshop \$225 / 3-hour workshop \$125 / 2-hour workshop \$100)		
Promo Code Credit: _____		
TOTAL FEE DUE		

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- Other

Level: (check one)

Dept/Board of Education:

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Post Secondary:

- 4 yr. 2 yr.

District:

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- Curriculum Support
- ESE Other

School:

- Pre-K K-5
- 6-8 9-12
- Vocational/Adult Other

Position: (check one)

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Do you evaluate, recommend, specify, or approve the acquisition of technology products and services?

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Would you like to receive a FREE subscription to *T.H.E. Journal*—a monthly publication focused exclusively on technology in K-12 education?

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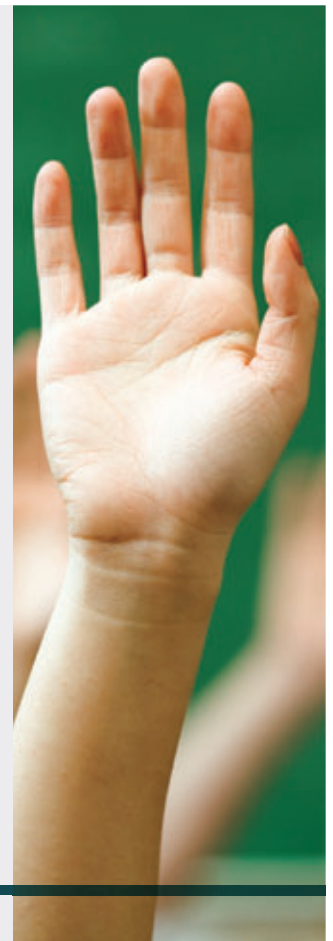
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FETC CONFERENCE AND WORKSHOP REGISTRATION

PHONE: 508.743.8554
FAX: 508.743.3606
E-MAIL: fetc@xpressreg.net

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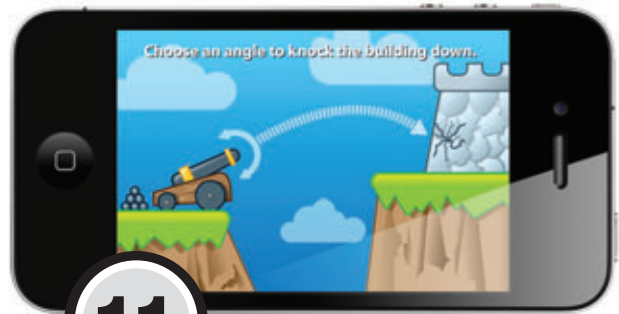
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**10****11****12**

10 **Pocketbooks**
 “My mobile application would be seen as a ‘virtual backpack.’ It would have separate folders for organizing work for different subjects. It would have a calculator, converters, a grams scale, a translator, and links to school websites and forums.”
Girl, Grade 10
Vallejo High School
Vallejo, CA

11 **Angry Physics**
 “In this game, players have to use physics and good aim to shoot a cannonball at a building to knock it over. To make it easier, in the first level an arrow points at an obvious weak spot in the building.”
Girl, Grade 5
West Madison Elementary School
Madison, AL

12 **Race Against Time**
 “My game would have kids going through a virtual world using a time machine. The students would learn about history through simulations. Students would create an avatar, which advances with them as they move through each level.”
Boy, Grade 2
Mount Carmel Elementary School
Huntsville, PA




ABOUT SPEAK UP 2011:

Project Tomorrow's Speak Up 2011 gathers data from students, teachers, administrators, and parents on emerging technologies in education. Schools interested in participating in the 2011 Speak Up report may do so by completing an online survey by Dec. 23. For more information, go to www.tomorrow.org/speakup. Every participating school and district gets a free report with localized data, along with national data for benchmarking. Project Tomorrow also makes the national data available to federal, state, and local policymakers.

All student app descriptions are the copyright of Project Tomorrow.

13 My Teacher Match
 “This program scrutinizes how each student learns best through a test that measures their interests, hobbies, and special skills. Teachers are quizzed separately on the same criteria and matched up with compatible students.”
*Boy, Grade 12
 Arrowhead High School
 Hartland, WI*

14 When I Grow Up
 “I would create an online career app with career paths, each with easy-to-read information. For example, a student could select a column called Animals, and choose a career path, like equine vet. Students could browse images and vocabulary terms and even take a short quiz.”
*Girl, Grade 6
 Columbiana Middle School
 Columbiana, AL*

15 Motorcross Math
 “I would make a cell phone app about dirt bikes that would help with math. You could learn about distances and math equations.”
*Girl, Grade 1
 Kingston School
 Kingston, AL *



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Apps I Have Loved

Mobile apps are certainly more than just learning tools, they're indispensable to IT executives as well—and everybody seems to have their favorites.

ASK DISTRICT IT LEADERS which mobile apps they rely on and they'll tell you—and tell you, and tell you. According to a March estimate from Distimo, there were 653,614 apps in the iPhone, Android, iPad, BlackBerry, and Windows Mobile stores alone. So, is it any wonder that these busy people have found a few that come in handy on the job? And, no, we're not talking about Angry Birds HD or the ABC Player. These are programs they use over and over again to save time, money, and motion on the job.

On the Road Again

Carl Fong is a technology professional with one of the largest school districts in California. Still, the executive director of IT at the **Orange County Department of Education** points out that "we like to be customer-service focused."

To ensure he's always connected, Fong juggles two devices, a district-sponsored BlackBerry Storm and a personal iPhone 4 that's increasingly becoming a work phone too. When he's at a school campus, for example, and somebody's having wireless trouble, he'll pull his iPhone out and run an app that allows him to check the WiFi network,

find out who exactly is logged in, and try to resolve the problem quickly. His preference: iNet Pro, which provides information about networks. Then, if the complaint involves performance of the wireless network, he can pull up SpeedTest to see how fast the recalcitrant technology is moving.

Because Fong travels around his Southern California district and to Sacramento for sessions of the Technology and Telecommunications Steering Committee of the California County Superintendents Educational Services Association, he likes the apps that help him be efficient and get business done while on the road. Those include:

- **AroundMe**, which lets him find everything from hotels and restaurants to parking places and hotels near his current location
- **Atomic Web**, what Fong says is one of the best web browsers around for a smartphone
- **Bump**, which allows him to "bump" others' smartphones to exchange information with them, thereby eliminating the need for old-school business cards
- **CardStar**, which is similar to Bump, but for airline and hotel reward cards
- **Engadget Mobile**, to help this self-professed geek stay up to date on technology and gadget news.

Across the Board

Scott Christensen, director of technology for the **Burlington Area School District** (WI), has two favorites for his iPhone 4 and iPad. The first is the mail client and calendar-syncing app for Google's Gmail, which his district recently adopted. "I use it a ton," he says. "It is really nice to get all of my e-mail anywhere I am. I'm not sure how I ever survived [without it]!"

And he likes being able to coordinate his calendar using his MacBook, iPad, and phone. "I am terrible at writing meetings down," Christensen confesses, "but since I began using this program, I can keep track of things anywhere—and they all sync together. It has made me more organized."



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He has also come to rely on Evernote, an app that helps him keep track of all of his ideas and notes across platforms. “I really like that I can use it on all of my devices,” Christensen says.

No Laptop, No Problem

Jim Culbert, information security manager for **Duval County Public Schools** (FL), says he loves the combined calendar and e-mail functions of his iPhone. “I can have my work, college, and personal e-mail and calendar combined—it just saves time,” he says.

On the Agenda

Don Manderson, director of instructional technology and professional development at the **Escambia County School District** (FL), has grown to depend on the iAnnotate PDF reader to make it easier to work with web-posted documents (school board agendas, for instance) on his iPad. He’s not the only one, either: Because all board members and most staff members in his district work on iPads, they’ve also come to rely on this app.

A Texas Kind of Thing

Vickie McCarthy, CTO of **Clear Creek Independent School District** (TX), has grown fond of Eduphoria’s SchoolObjects:pdasmobile, a classroom

walkthrough tool that runs on BlackBerry, Android, and Apple iOS devices. “It is a must-have,” she says. Only one problem: It may be a must-have for McCarthy, but it’s available only in Texas. SchoolObjects provides a web-based means of creating, submitting, and monitoring professional development and appraisal progress, and its output mirrors official Texas state reports.

Drop Me a Line

Gary Brantley, chief information systems officer at **Lorain City Schools** (OH), says he needs at least four apps:

- AIM, the AOL Instant Messenger and location-aware classic, “allows me to stay connected to my staff and co-workers,” Brantley says. “We live on this app.”
- WebEx and GoToMeeting are indispensable to Brantley. “I’ve had on-the-go meetings in the strangest places with these apps,” he says.
- iPhone Maps helps Brantley figure out where he is and then share his location with others.
- Dropbox, the cloud-based repository for files, has been “a lifesaver in situations when I needed certain documents.” Brantley recalls flying to Vancouver, British Columbia, to make a presentation to 700-plus educators.



bytesize

To find links to the apps listed in this article, sorted by compatibility with Apple iOS, Google Android, and BlackBerry platforms, go to thejournal.com/CIOapps.

“The presentation files somehow were corrupted. I don’t know how, but they were,” he says. “I remembered I had put a copy in Dropbox. All I needed was an internet connection.”


Two for the Phone

Matt Federoff, CIO of **Vail Unified School District** (AZ), doesn’t know how he managed so long without two vital apps he now runs on his iPhone. The first is Mocha VNC, which “helps me get to all my critical servers to monitor and control them,” he says. Federoff says he likes the app’s interface, finds the level of control “amazing,” and gauges its performance—even over 3G—as “really good.” The second is WifiTrak, which displays wireless network name, encryption, channel, and received signal level, all “invaluable for evaluating wireless coverage at a site.” (WifiTrak has since been removed from Apple’s App Store.)

A Splash(top) in a Pinch

Matthew G. Castanera-Bartoszek, director of technology at **Beauvoir, The National Cathedral Elementary School** in Washington, DC, uses the Kindle app, as well as Dropbox, on both his iPad and iPhone. Other favorites include:

- Air Sharing Pro, “an oldie but goodie” that acts as a wireless hard drive for his iPhone
- The multi-dimensional blogging host app Tumblr
- RockMelt, which delivers social networking onto mobile devices

Of course, Castanera-Bartoszek reminds us, a smartphone shouldn’t be only about the job. His all-time favorite app (at least until the next new winner surfaces) is **Nike+ GPS**, “to keep my body in shape and my mind sharp for my work.” 

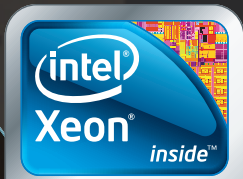
Dian Schaffhauser is a freelance writer based in Nevada City, CA.

Beyond Love: The App That Saved My School

JAMES BUCKEY IS THE SOLE IT EXPERT at **Rolling Hills Local School District** in Cambridge, OH, which means his help is often needed in more than one place at a time. He has used Wyse’s PocketCloud on his Motorola Xoom since it became available on Android phones in 2010. PocketCloud allows users to securely access the contents of their PCs from mobile phones running either Android or iOS.

Last winter, when a heavy snowstorm hit Buckey’s district, he had to fly into action—even though the storm kept him stuck at home. Buckey received alerts from a central server that runs the HVAC system for his district’s buildings, warning him of the imminent approach of freezing temperatures inside two structures, an elementary school and an administration building. For some reason, the units controlling the buildings’ boilers wouldn’t self-ignite. Since the buildings are heated by hot water supplied by those boilers, supply lines run throughout the facility into every room. If those pipes were to freeze, crack, and thaw, the district would face a major mop-up job, akin to a serious flood.

“Using PocketCloud, I was able to connect to this server to manage the firing status of the two buildings’ boiler units,” Buckey says. “I was able to cycle a few sensors and reset the controllers so that the boilers would fire and heat the buildings before the pipes began to freeze”—all from the comfort of his own home.



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surveillance jumps on the network

What anybody involved with campus security needs to know about the analog-to-IP transition

by David Rath

melissa Tebbenkamp, director of technology for Raytown Quality Schools in Raytown, MO, learned firsthand that there is both good news and bad when it comes to video surveillance system implementations.

The good news first: Her district superintendent recognized the need to upgrade older analog systems even in this era of ever-tightening budgets. He wasn't alone. In a 2010 survey by *Campus Safety* magazine, 42 percent of K-12 respondents expressed dissatisfaction with the quality and coverage of their current video surveillance systems. Among the limitations of analog CCTV systems: the cost of installing cable to support and power them, especially on large campuses; the difficulty of scaling up; the lack of interoperability with other security systems; and the inability to provide access to authorized users in the field.

Two Key Issues in Making the Switch

Any school district considering a transition to IP-based video surveillance must pay close attention to two issues: bandwidth and data storage.

1) Bandwidth. Putting video cameras on a production network could have serious bandwidth implications. While some districts have hefty 10-gigabit backbones to their main buildings and few bandwidth concerns, other school districts have smaller data pipes and must pay attention to compression and variable bit rates to lessen the impact.

"If a school district has lots of locations, the killer is backhauling the data to monitor it from a central location," says Ron Walczak, principal consultant with Walczak Technology Consultants in Prospect, PA. In that situation, schools tend to have storage at each location with access to it from the central hub, he explains. "Then you choose which hot spots you want to monitor and look at those 10 crucial camera views out of the 200 total."

Paying attention to bit rates can also lessen the impact on the network. A constant bit rate can stream video at a fixed low level, such as 2 megabits per second. This mode is preferable where bandwidth is limited because the constant rate can be predefined, but image quality will vary with the amount of motion in a scene. Variable bit rate systems stream at a low rate when there is not much activity, "but when there are lots of people moving around, it bumps up to around 12 megabits per second," explains John Honovich, the founder of IP Video Market Info, a video surveillance information portal. "You have to make sure you have the capacity to handle the spike so it doesn't crash your network."

When evaluating IP cameras, you also need to consider resolution and file compression. The human eye normally sees motion at 22 frames per second (fps). Camera resolutions range from 4 or 5 fps all the way up to 30 fps, requiring much more bandwidth. "Camera manufacturers can promote their products as above 30 fps," says Walczak. "That's nice, but I don't need it. Think of all these megapixel cameras, transmitting at megabits-per-second rates. With dozens of them on a network, that could bring your network down."

Even if you don't opt for the clarity of megapixel cameras, you still should take steps to reduce the network load created by an IP-based video system. The key is compression. "By using H.264 compression, it reduces bandwidth needs by up to a factor of 10," says Walczak of the newest video-compression technology. "It really helps."

2) Data Storage. Most school districts tend to retain their video images for a month or more, which can require dozens of terabytes of storage. Organizations typically store video data on storage area networks (SANs) they already use for other purposes. Others set up SANs dedicated to storing video images. Storage is becoming less problematic as it gets cheaper. (You can find a 2-terabyte hard drive for \$250.)

Raytown Quality Schools in Raytown, MO, retains its video for only 10 days, but even that short time frame required upgrading to 40 terabytes of storage capacity. Again, using a compression scheme can cut down on the storage space required for video files.

There are some promising new developments in storage, such as "edge recording," where the recording is stored in the camera itself and the data is transmitted only during alerts or when an official wants to review a specific incident. This has appeal for schools with bandwidth concerns because the recording is independent of other network conditions.

But edge storage does cost more than centralized storage, and most video-management systems don't support edge devices yet. As a result, you either have to use the camera's web interface or pull a card from the camera to retrieve the video. "So far, edge storage is really rare, like 0.1 percent of the market," says Honovich. Another downside is that edge devices require more individual maintenance and the camera itself can be stolen.

Another possibility is cloud storage. Honovich dismisses it as a viable alternative right now, although this is likely to change in the future. At the moment, for both cost considerations and ease of management, he says a network video recorder (NVR) and local storage are better bets. And then there are security concerns, since images captured on cameras may ultimately have to be used in court proceedings.

"You may hear about an example or two," says Honovich of schools implementing a cloud solution, "but no one is doing it in reality."

The better news is that internet protocol (IP) network-based cameras and digital video management software are maturing, and many issues that have surrounded them, including bandwidth, data storage, ease of use, and integration are starting to become clearer as the technology continues to evolve. Prices are going down and the number of features is going up.

"Three years ago people might have still looked at analog systems, but that is not an option anymore," says Robert Grossman, an electronic security consultant based in Egg Harbor Township, NJ. "Everything is IP now."

That's why, in the last two years, the 22-campus Raytown district has gone from an analog CCTV system of 56 cameras that did a poor job of monitoring a few parking lots to make sure teachers' car tires weren't stolen to an IP-based system involving 500 cameras.

So what's the bad news? Even if putting cameras on your IP network makes sense now, many decisions still need to be made based on your school district's needs, including choices about network configuration, camera types, storage hardware, and video management software.

Tebbenkamp agrees with that. She acknowledges her initial research in the subject took more time than she thought it was going to take.

"We really did our due diligence," Tebbenkamp says. "On the project management side, we would definitely do it ourselves again, but it did take more of our internal resources than we initially thought."

Educational institutions were among the early adopters of IP-based video surveillance solutions because their scalability is so attractive. With the goal of expanding coverage in crucial areas such as stairwells, parking lots, cafeterias, and hallways, administrators struggled with the previous generation of analog systems, mainly because adding new cameras would involve a potentially expensive cabling project.

The initial price tag may be higher for IP-based systems than their analog counter-



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parts, but IP systems can end up having a lower total cost of ownership than the older systems when you consider scalability, better image quality, longer life span, and lower maintenance costs.

“One classic mistake is to look at the cost of an analog camera at \$300 and an IP camera at \$450 and say you can’t afford the IP camera,” says Fredrik Nilsson, general manager of Axis Communications, a vendor of video surveillance systems. “You have to look at the total cost of ownership when you’re thinking about these kinds of things. The larger the system gets, the more savings you will get out of IP.”

Yet an existing system of analog cameras need not be abandoned. Many schools have older analog cameras tied to digital video recorders that can be incorporated into an IP network using encoders. The data is digitized and can be viewed alongside IP camera images. While you don’t get the high resolution of IP cameras, the

analog cameras should work fine in the new video management system. And additional cameras can easily be added to an IP network using Power over Ethernet (PoE)—the camera draws electricity through its Ethernet connection, thus eliminating the need for additional power outlets.

Need Help?

Perhaps the first decision you will have to make in upgrading from analog to IP is whether you see this as a DIY project or something you’d rather outsource to an outside professional.

Consultants and integrators are basically engineering departments for hire, says Grossman, the security consultant. “You hire us because you don’t have the expertise in-house or you don’t have the time. If you are going to investigate this yourself, it can be a time sinkhole, especially if you’ve got a busy department already.”

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Not all consultants are created equal, though, and it pays to do due diligence before signing on the dotted line. Some system integrators are closely linked to certain manufacturers, for example, while some consultants too often take the safest route. “If a consultant is saying go with the same big vendor 80 percent of the time, it raises some red flags,” says John Honovich, the founder of IP Video Market Info, a video surveillance information portal. He suggests looking for diversity and at how creative a consultant is when crafting solutions.

On the other hand, Tebbenkamp knew from the start of her district’s \$1.3 million project that she wanted to be in charge and that her team would keep the RFP process, project management, and vendor coordination in-house. “Some districts turn it over to a systems integrator, but I am not the type of person who wants to do that,” Tebbenkamp says. “One of our goals was to be as hands-on as possible.”

In the planning stages, Tebbenkamp’s team asked vendors to describe how their systems would integrate with the other vendors Raytown was considering. “Poor answers to those questions shot down some of the vendors as possibilities,” she adds.

Raytown evaluated seven brands of IP cameras before selecting Panasonic megapixel cameras because of their compression, image quality, and manageability. The school system looked at five video management applications and chose Genetec’s Omnicast based on scalability, manageability, ease of use, and integration with door access control. Tebbenkamp now admits some help with making those initial decisions would have been beneficial.

On the Wish List

Besides scalability, what are most medium-sized to large school districts looking for in a video surveillance upgrade? Those responsible for purchasing these systems

Three Trends to Watch

1) Analytics. Many vendors tout their products’ video-analytics capability. The newest generation of “smart” IP cameras can be set to send video clips to campus police only when their onboard software detects suspicious behavior, offering potential bandwidth savings.

Some cameras have motion detectors that automatically increase the frame rate when they detect movement. Others have tamper alarms to detect if someone spray paints or sticks gum on a camera, for example. Yet the analysts interviewed for this article agreed that the technology isn’t quite ready for prime time. Some systems send too many false alarms and users ultimately turn the features off. “I have a PC with a webcam and video analytics that is supposed to recognize me so I don’t have to enter a password all the time,” says Robert Grossman, an electronic security consultant. “It works one in 10 times. By and large, people say they will come back to analytics in a few years.”

2) Megapixel Cameras. While not new to the market, megapixel cameras still garner a lot of attention. They provide much higher resolution than traditional surveillance cameras, making them helpful in situations that require detailed images for identification purposes. They may have some performance issues in difficult lighting situations, however, and they also require careful balancing of network configuration, bandwidth, compression, and frame rates. Megapixel cameras are becoming less expensive every year, typically costing \$50 to \$100 more than other cameras. And some models require considerably less bandwidth and storage than earlier versions.

3) Licensing Fees. Traditionally, analog CCTV system vendors didn’t charge an ongoing maintenance fee because they were just selling cameras and a DVR. Now that video surveillance is more of a software solution, most video management software vendors charge about \$300 per camera for a one-time licensing fee. Some now also charge an annual maintenance fee. Think twice before shelling out for this. “There are so many credible players that don’t charge,” says Honovich, “that even the ones that do are willing to negotiate about it. It is a good question to ask up front.”

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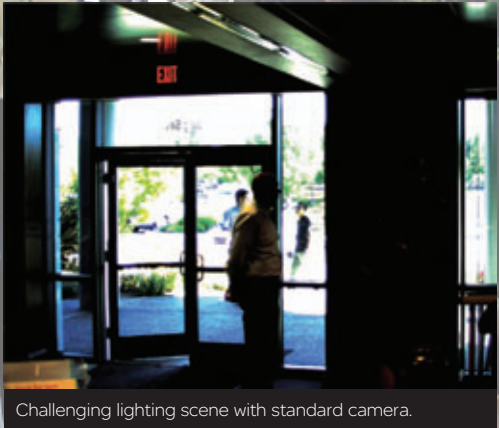
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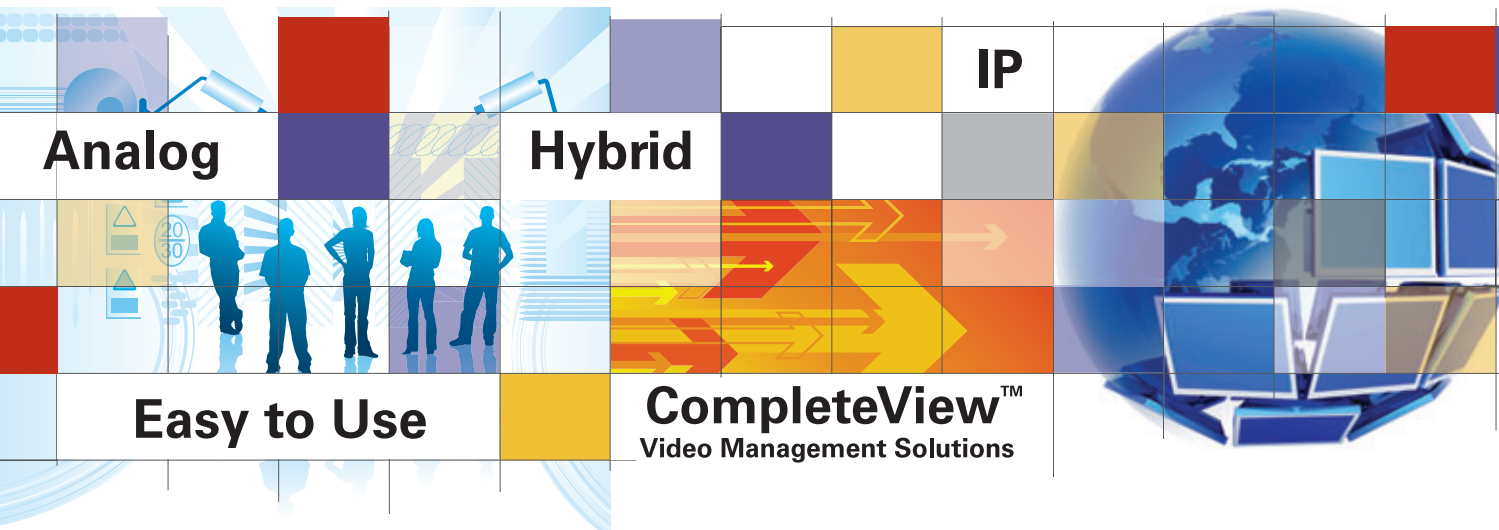
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COMMENTARY

BULLIES RUIN THE SCHOOL EXPERIENCE

By Ralph C. Jensen



I WAS PICKED ON DURING MY YOUNGER SCHOOL DAYS. I'M NOT COMPLAINING; THAT'S JUST THE WAY THINGS WERE BACK THEN. THE BIGGER KIDS PICKED ON THE YOUNGER STUDENTS, AND THE TRICKLE-DOWN EFFECT LED TO A FEW BULLIES IN THE SCHOOL.

Don't get me wrong; there were plenty of good kids and students, but there were bullies who had to take out their aggression on the 98-pound weaklings. I fell into that category.

Let's get one thing straight right now: Bullying is wrong.

Bullying goes against everything that schools stand for. A school should be a safe haven filled with opportunities to learn and grow; it is a place for children to expand upon their perceived talents and abilities, a place to be nurtured and treasured.

Today's grown-ups are rightfully concerned about the state of education in the United States. Among their concerns are funding levels for schools and whether standards on which those schools are judged truly reflect students' performance.

When discussing the social climate at schools, adults would do better to ask for input from the students about bullying and other types of harassment. Why? Because one-third of students between the ages of 12 and 18 reports being bullied at school. This includes verbal harassment in the form of ridicule or rumors.

The National School Board Association (NSBA) has launched a campaign that facilitates face-to-face meetings between students and school board members. In fact, the Department of Education has awarded \$38.8 million to states to measure school safety and intervene in schools with the greatest need. NSBA is encouraging school board members to meet with groups of students and ask point-blank questions, such as: "Do you feel safe at school?" and "Do you feel respected by teachers and staff?"

"I don't think we can solve [the problem] without the students," said NSBA President Mary Broderick.

Students can improve the dialog about improving a school's cli-

mate, and if teachers, administrators or even parents would listen, students would be the source of a wealth of data. It also is a great opportunity for educators to show students they are listening and are aware of and acting on the problems of bullying.

A great example of a school addressing bullying and cyber-bullying is Liberty Common High School in Fort Collins, Colo. Its policy is clear, and if the policy is not enforced, parents can pull their children from the school.

Schools that successfully thwart bullying have common characteristics and are worthy of further attention by policymakers and school officials. For starters, schools should offer an ambitious, well-ordered curriculum that challenges all students. Behavioral expectations should be clear, concise and plainly stated. All students should be fully occupied with schoolwork, homework and edifying extracurricular activities.


Instructors should be competent and skilled in pushing all students to higher levels of academic achievement. Parents should be active and engaged in the school.

Most importantly, parents who find these standards are not being maintained by their students' school should be free to move their children to schools that do.

"When I began my work as education commissioner in Rhode Island, I pledged that every decision I would make would be in the best interest of the students," said Deborah A. Gist, who still retains that position. "To make sure we are working in the best interest of students, it is essential to meet with students and to hear their voices and their concerns."

Keith Welner, professor of education at the University of Colorado in Boulder, said students should be asked to speak about not just whether their schools have anti-bullying and anti-harassment policies, but also whether those policies are known and enforced.

Bullying undermines the safe learning environment that students need to achieve their full potential. Reforming public education in the sensible direction of having school choice, parental empowerment and truly professional (non-union) educators is an imperative first step toward relieving the bullying affliction. By stingily maintaining its monopoly status (at the expense of par-entering), government bureaucrats and their political allies are themselves being bullies.

"And, like all scoundrels, these bullies deserve the firmest resistance from Americans who still value freedom," said Bob Schaffer, chairman of the Colorado State Board of Education, and former U.S. congressman. 



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FEATURE

PAINTING A SECURE UNIVERSITY EDUCATION

City by the Bay even more secure with university's enhanced security system

By Mary E. Wilbur



THE ACADEMY OF ART UNIVERSITY IN SAN FRANCISCO HAS EVOLVED FROM A LOFT STUDIO FOR A HANDFUL OF STUDENTS IN 1929 TO BECOME THE COUNTRY'S LARGEST PRIVATE SCHOOL FOR ART AND DESIGN. THE FAMILY-RUN INSTITUTION UNDERSTANDS THAT PARENTS WANT TO BE ASSURED THAT THEIR CHILDREN ARE IN A SAFE AND SECURE ENVIRONMENT.

Academy President Elisa Stephens, the granddaughter of the school's founder, Richard S. Stephens, has committed the academy to an ever-expanding curriculum in order to stay current with new technologies and trends.

CLOSED CAMPUS, INTERACTIVE RELATIONSHIP

AAU leaders speak to the parents and students about safety in an urban campus environment, where they have access to the design, graphic, Web, photographic, architectural and environmental beauty of San Francisco. While the campus itself is a closed environment, the academy nurtures an interactive relationship with the surrounding community.

It's not the same campus that grandfather Stephens established, and it likely has different concerns. Richard Stephens was a fine-arts painter and creative director of *Sunset Magazine*. He and his wife, Clara, opened their new school in a rented loft at 215 Kearney St. As

enrollment grew, so did the distinguished faculty, which comprised art and design professionals. By 1933, the curriculum had expanded to include fashion illustration, and three years later, a fine art department was established.

Today, more than 17,000 students call the academy home, a place where they can earn bachelor's and master's degrees and participate in certificate programs or continuing art education courses with more than 30 areas of academic emphasis.

Similar to their counterparts of yesteryear, students today have access control throughout all the facilities, where there are state-of-the-art design facilities, galleries and collections.

SECURITY ON FOOT

Roving patrols that provide security are as much a part of the academy's philosophy as its commitment to being "student-centric," meaning staff members will do what they need to do to benefit the students. On a day-to-day basis, the academy's security team makes the decisions that will affect positive outcomes for student security. This includes video surveillance, campus safety hosts at buildings and desk guards in buildings where students must be buzzed-in to enter.

"Video cameras are our best crime-fighting tool," said Mike Patricca, head of AAU security. "Video has solved the majority of problems with teams of thieves stealing projectors and students' computers. After we got hit a few times, we got video to help us solve the problem as evidence, catching them in the act. The thieves were arrested, then came back a second time and are now doing time thanks to video surveillance."

What brought it all together was implementing a video management solution from Salient Systems of Austin, Texas. Security officials and AAU staff alike knew the old legacy system had to be replaced, so when a DVR went down, the transition from analog to digital began to take shape.

NOT AN OVERNIGHT PROCESS

Upgrading the security systems didn't take place overnight. The academy lists 29 properties as part of the university. Last year, it added 30 cameras in the Del Monte Cannery area of San Francisco. Security officials selected ACTi megapixel cameras, running all of them on Salient Systems' video management software.

"The amazing thing about this school is how they take care of their students," said Dave Chritton, partner and owner of MicroBiz, a San Francisco integrator. "When it's time for the students to go home, the Academy wants to make sure they make it there safely. AAU manages a 24-hours communication center and has issued access control badges for the students."

The Cannery area at Fisherman's Wharf is AAU's latest contribution to its campus and the city. Academy officials selected CompleteView video surveillance software as a force multiplier, which monitors and manages every camera in the network. The software allows the cameras to capture activities that officers may not see, and it is available and accessible 24/7.

The Cannery landowners were excited to see the academy move in. They instituted a revitalization plan for the area and added a security system that not only protects their own interests but also benefits the surrounding business owners.

CompleteView is proactive, with live video available to provide real-time information for crisis management. Officers can know what is happening before they enter a building or facility, resulting in reduced risk in parking areas, cafeterias, lecture halls, large social gatherings and athletic events.

"This is an IP-based system with a large server and recorder that



sends images back to the communications center," Chritton said. "AAU is the largest real estate owner in the San Francisco area. They want excellent service, and security is a top priority."

Security is critical on every level at the academy. The basic level provides cameras and surveillance for the safety of staff and students and includes on-premise guards and alarms for many properties. The facility also employs a card access system and a high-tech IP backbone developed by AAU's IT group. The academy has 20,000 active cardholders. Some 18,000 students access the campus.

"This really is about the students and their safety. When the academy does something, the San Francisco community at large benefits," said Susan Toland, strategic initiative executive, Office of the President. "By keeping our students safe and secure, we are able to graduate talented and educated students who enhance the talent pool by adding to the design and art economy as an emerging business sector."

Because AAU has deployed such an extensive camera and software system, San Francisco police officers have come to rely on the academy's video of the perimeter and the properties the academy uses. In one instance, a couple on vacation were walking on an adjacent property, and the woman was shot and killed. An important part of the incident was captured by campus video surveillance, and the video assisted San Francisco police in prosecuting the killers.

The Salient solution has been used throughout the academy and has been tested at the Jerrold Bus Center, where it tracks busses and monitors the perimeter of the bus barn. It also helps record the detail of license plates, and vehicles' entry and exit times. Other selling points of the solution were search and playback, and monitoring screens in real time.

"We needed to replace the legacy system," Patricca said. "The current video management system provides a higher-resolution image from the megapixel cameras, both inside the facility and on the exterior of the buildings." 📍

Mary E. Wilbur is the director of marketing at Salient Systems Corp. She can be reached at mary.wilbur@salientsys.com.

FEATURE

CLEARING THE HALLS

School district gets a clearer view with multi-megapixel cameras

By Wendi Burke

THE EDWARDSVILLE COMMUNITY UNIT SCHOOL DISTRICT, WHICH ENCOMPASSES 185 SQUARE MILES OF THE SUBURBAN ST. LOUIS TOWN OF EDWARDSVILLE, ILL., IS ONE OF THE OLDEST SCHOOL DISTRICTS IN THE STATE. IT SERVES 7,500 K-12 STUDENTS AT 14 SCHOOLS.

Typically, the district has been relatively advanced in applying security technology. Starting in 2000, it installed analog cameras and VCRs for a video surveillance program. That technology soon proved insufficient for its needs, though, and in 2003 the district switched out the VCRs for DVRs and upgraded the analog camera technology, using encoders to connect existing analog cameras to the district's expanding IP network.

"As new buildings came online we wanted to take advantage of and utilize the new technology that was available," said Director of Technology Bill Miener. By 2007, Edwardsville was ready to switch out its analog cameras and encoders and move to a completely IP-based video surveillance system. The district's technology wish list included increased resolution, clarity and PoE capabilities available only from top-of-the-line megapixel IP cameras.

So Miener and his team started test-driving cameras from several different manufacturers, temporarily installing the hardware at several different campuses and evaluating the performance on their laptops.

"After testing over several weeks, we concluded that we liked what the IQeye cameras offered, and they were affordable for the budget we had available at that time," Meiner said.

PROTECTION INSIDE AND OUT

The district started with 48 IQeye cameras. Now it has 471, two-thirds of which are indoor cameras. IQeye Sentinels are installed in the outdoor locations, and Alliance domes are installed indoors; resolutions for all the cameras range from 3 MP to 5 MP. Milestone open-platform software for IP network-based video surveillance manages the camera data.

Miener said the district's old PTZ cameras started wearing out right about when the warranties expired. Rather than replace them with new PTZs, Edwardsville schools now install IQeye Sentinels in a special housing, each covering a 60-degree field of view. "The Sentinels—we love them," Miener said. The district has also installed 24 Sentinels in its large sports complex in addition to the units in its school building.


During the school day, a security officer in each school monitors only local cameras, focusing on entrances/exits and doing a video "tour" throughout the building. Video is stored for seven to 10 days so security staff can review any incidents that may have transpired. In addition to monitoring at each school, at least three Edwardsville senior staff members can access all camera views whenever they need them.

The cameras act as a deterrent, as well, because the clear view means staff members can identify perpetrators and hold them accountable.



"We don't have a lot of problems anymore because the troublemakers know about the cameras; it's a very effective deterrent," Miener said.

On top of all that, the switch to IP saved the school district money. It no longer has to pay for the maintenance on broken PTZs, and the smaller number of cameras translated into budget savings.

"In the past with our analog cameras, if we were more than 15 to 20 feet from the camera, identifying someone was hard," Miener said. "Once we went with multi-megapixel technology, it's been a leap in capability. At 60 feet, we see exactly what happened. These cameras are three, four times more effective. That was amazing for us, and cost-effective." 

Wendi Burke is director of Global Marketing Communications at IQinVision. She can be reached at wendi.burke@iqeye.com.

UNIVERSITY CENTRALIZES SURVEILLANCE WITH MEGAPIXEL IP SYSTEM

Florida's University of Miami, a private research university with more than 15,000 students, has installed more than 350 IQinVision megapixel cameras throughout its main campus in order to create a safer environment for students, staff and visitors.

The university had maintained video surveillance for a number of years, but as Jose Ruano, executive director of IT Security, explains, "We had so many legacy analog systems, and we were looking to bring it all together into a unified system that we could manage in a centralized manner."

University police were responsible for monitoring video and investigating any incidents, but as Ruano points out, this was made difficult by the many disparate systems.

The university knew it needed to upgrade to IP. "It was much more economical to upgrade our cameras and run them over the IP network than laying coax," says Steve Weatherly, senior security engineer.

The university has more than 400 cameras installed and counting, and approximately 90 percent of them are IQeye HD megapixel cameras. These cameras are installed wherever image quality is critical for identification purposes: in parking lots and areas that typically have a high density of students. The university police also conduct a regular analysis to identify crime areas. They then install a camera to address the pressing needs the study identifies.



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FEATURE

LIFTING THE COMMUNITY

Sound system allows instructors to teach students with enthusiasm

By Bill Taylor



THE RON CLARK ACADEMY IS ARGUABLY ONE OF THE MOST RENOWNED MIDDLE SCHOOLS (GRADES SIX THROUGH EIGHT) IN AMERICA. CARVED OUT OF AN ABANDONED 100-YEAR-OLD FACTORY IN THE HEART OF ONE OF ATLANTA'S MOST DISTRESSED NEIGHBORHOODS, IT STRIVES TO "HELP LIFT UP THE COMMUNITY AS WELL AS THE KIDS," CO-FOUNDER RON CLARK SAID.

The academy also is extremely focused on its mission—teaching.

Teaching students: Drawn from Atlanta's 13 metro districts, students are carefully selected to maintain a balanced enrollment of one-third transfers who excelled in their previous school, one-third average achievers and one-third students whose prior academic experience was marked by bad grades and/or behavioral problems.

Teaching teachers: More than 3,000 teachers from the United States and as many as 44 other countries annually visit the academy to gather insight for their classrooms, attend workshops on teaching techniques and lesson planning, and learn about the latest technology and its proper place in the overall educational equation.

Teaching the world: Additional thousands of educators download lessons, view instructional videos, take part in live chats and discus-

sions, and access a host of other resources from the academy-sponsored, nonprofit (all proceeds go to fund academy scholarships) Great American Teachers' Club distance-learning website.

Even still, the Ron Clark Academy faces the same safety, security and communication challenges as every other school. Its directors turned to Panasonic's Classroom Audio and Security Alert System to meet those challenges, provide a secure environment for teachers and students, and enable teachers to communicate effectively despite the miserable acoustics inherent in a 19th-century factory building with "legacy" exposed pipes and metal ductwork. Deployed in August 2008, the classroom audio component of the system features wearable pendant-style teacher microphones and wireless handheld student microphones. The microphones connect to a remote, multi-channel amplifier/receiver and ceiling-mounted speakers via infrared technology. Teachers who wish to archive a lesson, demonstration or presentation use it daily.

"We looked at a number of systems, and Panasonic's classroom audio was the best," Clark said. "The sound was crisp, it was clear, it was easy to use, and it projected throughout the room beautifully."

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sonic PTZ network camera mounted in the ceiling. Administrators can also use the system for such tasks as remote teacher evaluation and student behavior monitoring.

"Instead of having to schedule someone to come in with a camera, tripod and recording device, you just press a button and you're on-screen," said Kim Bearden, Academy co-founder, executive director and language arts instructor. She noted that the recorded lessons are used for teacher self-evaluations, staff discussions about teaching techniques, and creating content for *GreatAmericanTeachers.com*.

"At this point, we've barely touched the benefits this technology offers our student body and other schools as well," she said.

Clark is not shy about admitting that "we're very different here. . . . We're innovative and creative, we get really high test scores, and we have the opposite of a truancy problem: Kids come to school sick. We can't get them to stay home."

"We want to share that innovation and creativity," he added. "We want people all over the country and around the globe to have the option of watching our world-class teachers building and maintaining a culture where students would rather be in class than at home with iPods and video games. The Panasonic System is a wonderful product for helping us achieve that goal while, at the same time, keeping us comfortable and safe."

It also was, according to Bearden, a quantum leap from "loud talking" and "going home hoarse" every day.

"I can whisper something from any spot in a huge classroom and it sounds like I'm whispering directly into the ear of every student," said Bearden, who, like Clark, is a Disney Teacher of the Year Award winner.

"I've been teaching for 24 years, and I will never teach without this system again. It's amazing how having the microphone changes things. All of a sudden you can start using nuances and vocal inflections to add drama and emotion to the story you're telling."

"I used to feel like I was yelling all the time and still many of the students misheard me. I'd look at three sets of notes and see three wildly different versions of what I'd said. Now I don't find that nearly as often."

Both Bearden and Clark also give the system's student microphones high marks.


"A lot of our students are soft-spoken," Clark said. "Give them a microphone, and they become loud and clear. I think it gives them confidence, which, in turn, makes them more articulate. They become more excited, more passionate about what they're saying."

"When one of the students takes the microphone from another, there's a transference of power," Bearden said. "The student with the microphone knows the class is going to hear what he or she says, that the comments are going to seem more important. They also know they can't get away with mumbling when they don't know the answer. It makes it harder to be invisible."

The system's benefits extend beyond general classroom management, though.

"The system's major benefit is offering teachers an additional layer of security. . . . It makes us feel confident and safe in our environment," Clark said. "I know that if anything were to happen—God forbid—we would be alerted immediately. I know that the incident is going to be recorded and captured. I know that we have a definite, rock-solid system in place to help us deal with whatever."

To alert administrators, trigger the microphone and cameras to begin recording and streaming data to a monitoring station, and send e-mail blasts to first-responders, "all I have to do is reach up and very discreetly press a button on the pendant," Bearden said. "I don't have to run somewhere or draw attention to myself."

She adds that another "brilliant feature" is the system's ability to trigger location-specific alarms and audio/video feeds whether she is in her own classroom, another teacher's classroom, or a hallway or other common area. 

Bill Taylor is the president of Panasonic System Networks Company of America.



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FEATURE

A TRAIL OF BLUE LIGHTS

Student, visitor safety is paramount at FSU

By Bob Shanes



FLORIDA STATE UNIVERSITY HAS A RICH HISTORY OF PROVIDING QUALITY EDUCATION TO A DIVERSE POPULATION. WITH ITS IMPRESSIVE BREADTH OF GRADUATE, PROFESSIONAL AND UNDERGRADUATE PROGRAMS, FSU IS DEMANDING AND INTELLECTUALLY STIMULATING, YET IT PROVIDES A WARM AND CARING ENVIRONMENT FOR STUDENTS AND FACULTY.

Student and guest safety is paramount on FSU campuses so the university can create an inviting environment and continue to attract top talent. One of the university's major public safety initiatives is the Blue Light Trail, which now constitutes more than 400 strategically placed blue light towers equipped with emergency phones and blue lights.

The towers are designed to give passersby a sense of security by providing a reliable two-way communication link with university police at the push of a button. The technology is not new, but it has nevertheless proven invaluable on more than one occasion. The number of towers continues to grow as the campus's safety needs grow.

FSU has had a variety of blue light emergency phones from other manufacturers installed on some of its campuses, but this time it turned to Talk-A-Phone to provide the installations. Having multiple vendors on the site allowed FSU to test the blue light emergency phones thoroughly before settling on one vendor. Talk-A-Phone not only satisfied the university's technical requirements and reliability tests, but it also proved that aesthetics should not come at extra cost.

Universities implementing the towers have the choice of a wide variety of color and lettering styles. FSU chose its theme color, Chilean Red, and opted for gold lettering on all four sides to reflect the university's identity. The emergency phones were also customized to fit the needs of the university's campuses.

"When we wanted a phone that would work with current vendors' towers, they provided it and promised continued support for the phones no matter how old they are," said Larry Downing, a network specialist at the university. "When we needed a delay timer in the unit so we could do some special alert messaging interface with the Red Alert, they designed one."



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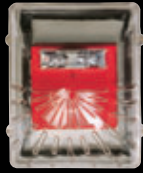


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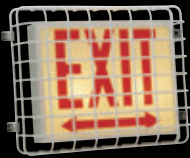
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Another distinctive feature of Talk-A-Phone's emergency phones is their ability to fit into a majority of existing mounting accessories from other manufacturers, making an upgrade as easy as a simple swap of the phone.

BLUE LIGHT SAFETY, EVEN IN A THUNDERSTORM

Thunderstorms and lightning are a grave concern for the FSU community. Located in Tallahassee, Fla., the university's 15 colleges are in the heart of a thunderstorm-riddled region, leading the nation in an average lightning density per square foot. Needless to say, having a reliable emergency communication link is significant from both a legal and public relations perspective.

In the interest of safety for all facility staff, students and visitors, FSU developed a comprehensive emergency phone program. As part of this program, a full-time employee tests and repairs the blue light emergency phones in case of lightning outages.

"It is the belief of the emergency phone technician that the Talk-A-Phone units are more robust, particularly in the realm of surviving lightning strikes," said Colleen Thomas of FSU's telecommunications office. "While all phones are fitted with the same external surge protection, the units we have now are more often spared or at least are repairable when a surge is sufficient to get through the protection device."

Although the university endeavored to protect the emergency phones with heavy-duty surge suppressors, severe lightning was still a major concern. Talk-A-Phone's ability to stand up to storm conditions played an important role in FSU's selection of emergency phones moving forward.

"With lightning being so prevalent in this area and having been a major factor in phone replacements in the past, we have experienced cost savings in this regard as well," Thomas said.


INGENUITY, LUMINOUS EFFICACY AND SAFETY

Satisfying unique environmental demands in various corners of the world is something that needs to be taken into account when installing outdoor security apparatuses. Possible lightning strikes are just part of that.

"When you have roughly 30,000 amps (and) 100 million volts making a direct contact with electronics, chances it will survive are minimal," said Talk-A-Phone Chairman Samuel Shanes. "However, we have acquired a great deal of experience dealing with lightning and other environmental issues in our 75-year history of making products in the United States."

Continuing the tradition of American ingenuity and manufacturing, the company introduced a new generation of blue lights. The units are ultra-bright, all-LED blue lights, featuring an exceptional 209 lumens peak rating and a prismatic pattern to enhance visibility at greater distances. The units' all-LED construction significantly increases their lifespan, ensuring they will be around to provide reliable service for years to come.

The biggest benefit of the new blue light lies in its reduced energy footprint. While being 15 times brighter than the previous generation, the new blue light is low-maintenance, safe to recycle and has superior luminous efficacy. The unit provides 19 times more lumens per watt when flashing and when in "constant on," which brings significant savings to a growing number of energy-conscious college and university campuses in the United States and abroad.

The university's decision to standardize its lights will continue to save scarce monetary resources while providing the priceless benefit of student and faculty safety. Confidence is at an all-time high at FSU that the blue light towers and emergency phones will operate effectively when they are most needed. 

Bob Shanes is the vice president-sales at Talk-A-Phone. He can be reached at rshanes@talkaphone.com.

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FEATURE

SCORING HIGH MARKS

Rural school district makes the grade with security strategy

By Leon Langlais



HIGHWAY 94, WHICH RUNS A RULER-STRAIGHT PATH BETWEEN COLORADO SPRINGS, COLO., AND KANSAS, IS ABOUT THE ONLY THING THAT BREAKS UP THE VISTA OF LUSH, GREEN ALFALFA FIELDS AND CATTLE RANCHES IN EASTERN COLORADO. THE TOWN OF RUSH IS ONE OF SEVERAL UNINCORPORATED TOWNS THAT DOT THE HIGHWAY'S PATH, AND IT IS THE RURAL HOME TO A POPULATION OF FEWER THAN 750 PEOPLE.

Located 40 miles east of Colorado Springs—the state's second-most-populous city, nestled at the base of the iconic Pikes Peak in the Rocky Mountains—Rush also is home to the only school building in the Miami-Yoder School District, which for years struggled with many issues stemming from its remote location and the poor condition of its facilities. The district, which serves a 500-square-mile area of three counties in this rural part of Colorado, was spending a significant portion of its budget busing students elsewhere to provide them with services not available at the school.

THE CHALLENGE

The Miami-Yoder School, which serves the needs of students in pre-kindergarten through high school, needed a new facility to remedy some significant safety and security issues. Most notably, the district needed a building with fewer accessible entrance and exit points than its then-current arrangement, a mixture of a nearly 100-year-old main building and series of aging portable classrooms, some of which dated back to the 1970s, replete with leaking roofs and sagging floors. Not only were the portable classrooms cramped and in disrepair, but students often had to leave the buildings and walk around the campus, which borders a huge cattle ranch on one side, to reach their next class.

In May 2007, the school went into lockdown due to a shooting threat from a high school senior who found out he would not be graduating. As a result of the campus's fragmented nature, it took law enforcement more than two hours to clear the buildings and grounds. Also, due to the school's remote location, it took the responding SWAT team nearly 45 minutes to arrive at the school from nearby El Paso County.

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“That was a big concern out here because of our location,” said Rick Walter, the district’s superintendent. “In the event of an incident, it’s very difficult for law enforcement to respond, and we needed to have our own processes in place to ensure the safety of students until their arrival.”

The construction of a new facility for Miami-Yoder would ensure that administrative staff could take advantage of technology that would allow school officials to control entry to the building and have access to surveillance video footage of incidents as they unfold. Administrators also wanted the security system to help manage the activities of the school population—controlling student and staff access to certain areas and using the system as a deterrent to ward off such incidents as vandalism or minor assaults. Administrators also valued it as an investigative or evidentiary aid should any incidents occur on school grounds.

THE SOLUTION

Thanks to Colorado’s Building Excellent Schools Today (BEST) program, the town of Rush is now home to one of the newest and most technologically advanced school facilities in the state. Funded by an \$18.1 million BEST grant, the new Miami-Yoder School consists of a 91,000-square-foot building that features new construction; renovated spaces; several new classrooms for the school’s 300 students; new and remodeled gymnasiums; and new spaces for special education, music, art and vocational instruction in welding, woodworking and agricultural mechanics.

Despite all these advances, school administrators ranked their new access control, intrusion and surveillance system from Tyco Security Products, designed and installed by Denver-based systems integrator Secure All Solutions, as perhaps the new school’s most important technological improvement. Access through the building’s 11 doors—including three main entrances into the elementary and middle school wings, one into the main administrative offices and several interior doors separating different areas of the school—can, for the first time, be controlled automatically using the EntraPass Corporate Edition access control platform from Kantech.

“Being able to finally control access to the entrances and exits of our facility was really one of the primary drivers of our construction,” Walter said. “Not only does this limit access through our exterior doors, but it limits the amount of traffic roaming the hallways within our building and between the different areas of our school.”

The vocational arts teacher, for example, would have access to the school’s new 1,900-square-foot vocational wing and its welding and metal-working workshops, woodworking area and a greenhouse, and to one of the school’s five computer labs. But he would not have access to the elementary wing. Likewise, facilities staff and certain administrators would be the only people granted access to the school’s physical plant, which houses the new ground source pumps for heating and cooling. They, along with solar photovoltaic arrays on the school’s roof, are expected to reduce utility costs to less than \$1 per square foot.

“For such a small, rural school, they could have kept their access control system simple and not integrated with intrusion or surveillance video,” said John Castle, president of Secure All Solutions. “We were working with a blank slate on this project, and it became clear early on that they wanted a first-class type of system to meet the security challenges identified at Miami-Yoder school.”

Working with Secure All project manager Cory Franklin, school officials required that all doors be locked and remain secured throughout the day, with the exception of a 20-minute period each morning when students and staff arrive. Visitors, including parents,



vendors and other guests, must gain entry using telephone entry systems at each of the three main entrances. When the building is not occupied during non-school hours or holidays, it remains protected and secured with DSC PowerSeries intrusion alarm panels, also integrated into the EntraPass software.

For the first time, administrators can monitor conditions within each classroom, hallway and other common areas, including the gymnasium and cafeteria, and exterior areas, such as parking lots, using a mix of about 80 American Dynamics IP and analog cameras. Two American Dynamics HDVRs, which handle both IP and analog video feeds, integrate into the EntraPass software, which can automatically call up a corresponding camera view of an access control event, such as a person entering a door or someone presenting an invalid badge, Castle said. The cameras record to two 32-channel HDVRs, one handling video from the north side of the building and another from the south. Video is stored for 30 days, but the school has the capability to increase that to 90 days if necessary.

The cameras focus on the students’ behavior in the classroom and not the performance of the teachers, per Colorado regulations. Surveillance footage has already aided in the resolution of several incidents, including minor vandalism, thefts of items from backpacks, and disputes between teachers and students. It has served as an instrumental tool in an expulsion hearing.

School officials can also view video and access events and reporting, and they can manage the system from their desks in the school’s administrative offices or remotely using a Web browser. This ability for remote access using Kantech’s Remote Client also makes it possible to provide real-time management and surveillance capabilities to local law enforcement agencies, which are able to access the system both at a central dispatch location as well as from their patrol cars, with the ability to completely lockdown the school if necessary.

This remote access also provides conveniences when servicing the system. “If there is a problem, we’re able to diagnose more than 85 percent of that system from our offices more than two hours away,” Castle said.

By employing a strategy of using state-of-the-art technology to improve security and safety conditions and significantly reduce ongoing operational costs, Miami-Yoder School satisfied the district’s goals of becoming a safe and secure environment for students, staff and the surrounding community. Now residents of the town of Rush have a local landmark of their own. 📍

Leon Langlais is the director of product management for both the Kantech and DSC product lines for Tyco Security Products. He can be reached at llanglais@tycoint.com.

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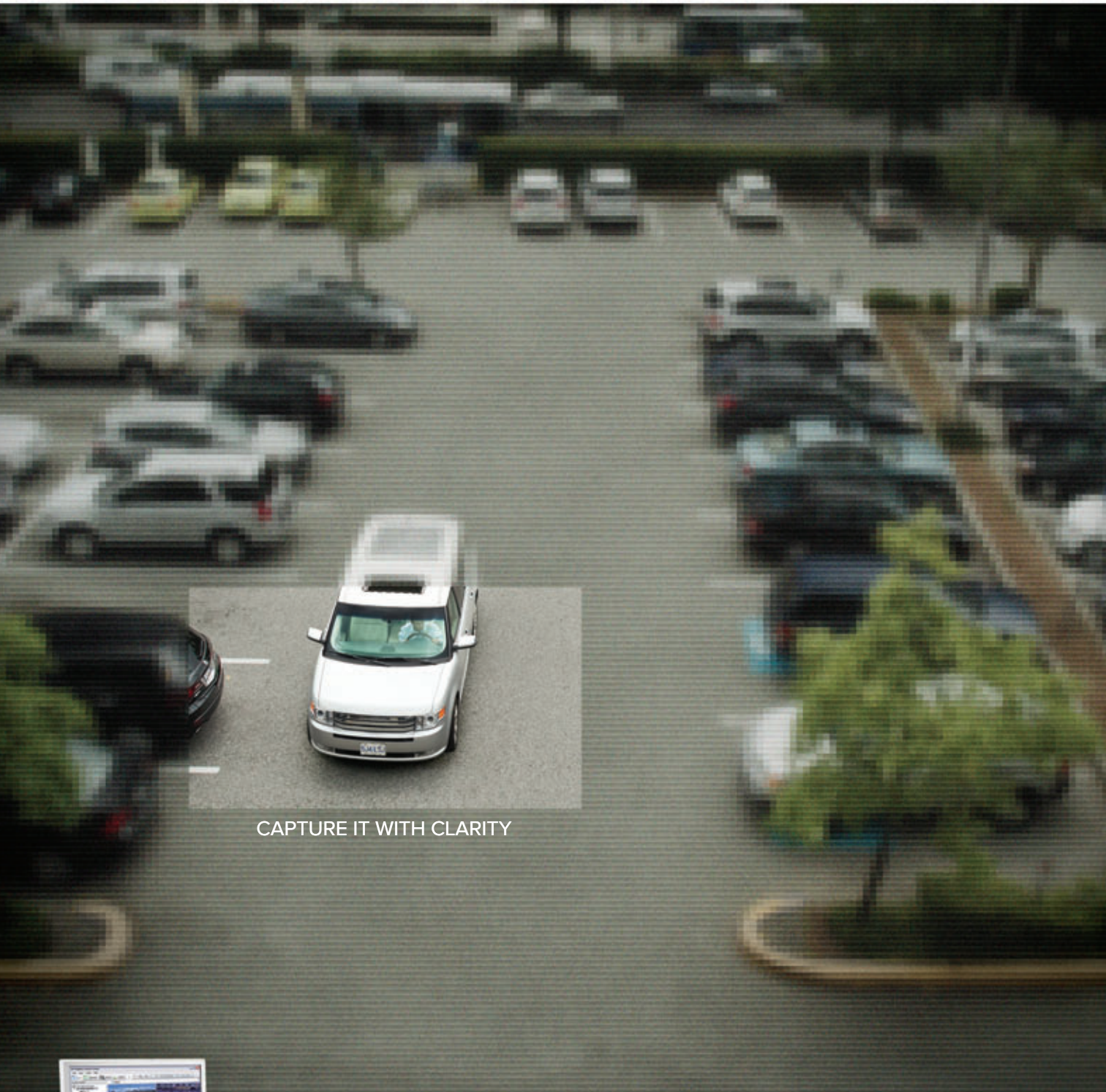
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tend to say they must balance technological sophistication with ease of use. The user interface must be straightforward enough for school administrators with little technical expertise to grasp quickly.

Most also want the capability to monitor and record sound, which can provide a more complete picture of a situation, enabling administrators to better pinpoint parties involved in an incident such as a fight. Many school districts also seek to allow access to the cameras from outside of the network. Police officers can be given login credentials to view cameras from a laptop or smartphone, collecting information before going into a building in response to an incident.

No matter what, in deploying any complicated new system, say consultants, the key is to avoid throwing users in at the deep end. “You may want to start with the basic package and a smaller feature set until your staff is up to speed—and then move up,” advises Grossman. 

David Raths is a freelance technology writer based in Philadelphia.

LINKS

- **Avigilon**
avigilon.com
- **Axis Communications**
axis.com
- **Genetec**
genetec.com
- **GVI Security**
gvis.com
- **Infinova**
infinova.com
- **Lensec**
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- **Milestone Systems**
milestonesys.com
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panasonic.com
- **Verint Systems**
verint.com
- **Video Insight**
video-insight.com

Vendor Roundup

For links to the vendors and products mentioned here, go to thejournal.com/1111_security.

Avigilon

Avigilon sells an HD surveillance system, including control-center software and a wide range of megapixel cameras. The system can capture audio and video, and integrates with existing analog systems.

Axis Communications

Axis provides its Camera Station video management software to complement its range of network cameras. Video encoders allow integration with analog systems, and a Windows-based client permits remote viewing.

Genetec

Genetec's Omnicast IP surveillance system is open platform, allowing users to connect analog and IP cameras from different vendors, scale as needed, and optimize bandwidth use. The system allows remote access, and video can be shared with police.

GVI Security

GVI Security is geared toward small to midsized entities requiring simple IP video surveillance solutions. Its product line includes AutoIP, an open-platform VMS, and a series of network video recorders, megapixel cameras, and video encoders.

Infinova

Infinova touts its ability to integrate IP and analog systems, extending the life of existing equipment. It offers a range of megapixel and IP cameras, and its V2216 network VMS is a central management platform for network video systems of all sizes.

Lensec

Lensec's Perspective VMS works with both IP and analog cameras, can share video images with authorities, and offers remote viewing with no client-side software installation. Its camera viewer provides virtual pan-tilt-zoom on any network camera.

Milestone Systems

Milestone's XProtect open platform supports IP cameras, encoders, and nonproprietary DVRs and NVRs from more than 80 different manufacturers. A remote client feature offers live view and playback from up to 16 cameras.

Panasonic System Networks

Panasonic markets a full range of IP video solutions, including megapixel and vandal-proof cameras. Its WV-ASM970 system management software is compatible with analog and IP network cameras.

Verint Systems

The Nextiva IP video management solution can support hybrid analog/IP configurations, and optimizes bandwidth use through compression and dual streaming capabilities. Verint also sells integrated analytics, IP cameras, encoders, and intelligent DVRs.

Video Insight

Video Insight sells a full suite of open-architecture IP video surveillance software, with a focus on school districts and higher ed. The software supports both analog and IP cameras, and provides map- and floor plan-based navigation.



A Home for Netbooks in the Classroom

A stable of affordable netbooks are winning over educators even in the age of tablet computing.

PUSHING A NETBOOK PROGRAM in a school setting these days is a bit like suggesting the purchase of an external modem or analog surveillance camera. Sure, it might work, but aren't the technologies a bit dated? Besides, the lackadaisical laptop computing experience offered by the typical netbook no longer seems to be enough; users want the intrigue of smartphones or tablet computing.

So what could netbooks possibly offer a district that some other gadget wouldn't be better at? Try this: addressing basic computing needs and providing access to the web at a price that's hard to beat. As long as wireless internet access is available, there are no extra service fees required. Netbooks have a screen size larger than a smartphone and a keyboard that's more familiar than a pad or tablet.

Those are the lures that drew **Wentzville School District** in Missouri, now in the process of preparing for a 900-netbook rollout to freshman English students in the spring semester. Technology Director Richard Wilson specifically chose Acer Aspire One netbooks because the district has had a good experience with the machines in mobile and science class labs. "They've been really solid and come with a two-year manufacturer's warranty," he says.

The district was afforded the luxury of buying the netbooks thanks to an anonymous \$500,000 donation earmarked for instructional technology. The unexpected gift replaced funding already set aside to purchase interactive whiteboards for classrooms and digital

e-books for school libraries. So the budget was redirected to the district's 1-to-1 netbook initiative, which may be powered in part by cloud-based versions of Moodle for course management and Google Apps for Education for collaboration and e-mail.

Wilson admits there was a "lot of discussion" about the relative merits of netbooks and tablets. The former won out during the first two years of the program because of "the familiarity and comfort level" district staff and teachers have with the mini-laptop device. Price mattered too: Wilson expects to pay between \$200 and \$300 per netbook; most of the tablets his district has evaluated were more than \$500. "Right now, with the resources we have, the netbooks just made more sense. Then, in a few more years, we'll make the transition to the tablets."

Affordability was also a factor at **Coleman Tech Charter High School** in San Diego. This year-old school is almost entirely cloud-based. At the start of the school year, says Assistant Principal Neil McCurdy, each student receives a netbook, which, like at Wentzville, is an Acer Aspire One. "Because of the price of [these] now, we can just give the kids a computer when they enroll in the school, and it's theirs to keep as long as they graduate from Coleman Tech," he explains. By then, he adds, "Those computers will be devalued anyway. We won't be able to use them for anything else."

Top Features

The latest list of 10 best-selling consumer models in Amazon's netbook category feature familiar names: Acer, Toshiba, Asus, and Samsung. With a single exception, all list new for less than \$300 (the Samsung NP-NC110-A03US is \$330), and education prices from education resellers could be even lower. All but two models sport 10.1-inch display sizes; the exceptions, the Acer Aspire One models, have 11.6-inch screens. From there the similarities just continue.

The most common processors found in the latest of this year's netbook releases are the Intel dual-core Atom (N450, N455, N550, or N570) or AMD's dual-core C-Series Processor C-50. Hard drives are all a standard 250 GB. Only the Acer Aspire One models include 2 GB of RAM, upgradable to 4 GB; the others come with a single gigabyte,



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expandable to 2 GB. At Coleman Tech, McCurdy intends to exploit that difference. Since the model he's purchasing comes with the 64-bit version of Windows 7, he'll replace that with the 32-bit version of Windows 7 to make an extra gigabyte of memory available for computing operations.

The six-cell lithium-ion battery technology for the latest crop of netbooks ensures that they'll last through a respectable seven hours of usage. (Several claim more, depending on power settings and level of component usage.)

Other common features include 802.11b/g/n wireless; 10/100 Ethernet; built-in webcam, mic, and mono or dual speakers; a graphic processor for media acceleration; three USB ports; and a digital media-card reader. No models come with a CD or DVD drive—adding that requires use of an external media drive that can plug into one of the USB ports. Screen resolution with almost all of the models is 1024x600; the Acer Aspire One AO722 and Samsung NF310 boast 1366x768 resolution.

At first glance, netbooks may appear to be a commodity purchase, but the delight is in the details. Almost every company designing these has something unique that sets its device apart from the pack.

For example, the Acer Aspire Ones have touchpads that support circular motion scrolling, pinch-action zoom, and page flip. The Asus Eee PC netbooks feature matte displays instead of the seemingly ubiquitous glossy; plus, they also come with 500 GB of Asus-hosted web-based backup and storage.

The Toshiba NB505-N508OR includes some useful utilities. An "eco" button lets the user launch a little program to adjust power settings based on the type of computing being done at the moment; the computer activates a light when the user is in "eco mode." The same model includes a media controller for sharing across a home entertainment network and a bulletin board program for managing documents.

Unheralded Advantage

Gone are the days when netbook makers would put Windows XP, Windows CE, or Linux on their machines and call it a day. Now every netbook of note includes some version of Windows 7, either Windows 7 Starter or Home Premium. Nobody would mistake Starter for a fully turnkey computing experience, but it offers a collection of programs for doing the basics—using the

internet, sending e-mail, creating documents, playing media, and connecting to networks. The Home Premium edition—a \$120 upgrade when purchased directly from Microsoft—adds a few crucial features some users will care about: 64-bit support and the ability to create and play DVDs (using an external player).

Both the Wentzville district and Coleman Tech's use of the devices may point to the unheralded advantage of the netbook: It can serve as a comfortable, portable "cloud terminal" that allows the user access to all of those applications in use at the school but hosted somewhere else. The combination of cheap hardware and web-based software transforms everything. the



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Microsoft's Amazing Deal

ASSISTANT PRINCIPAL NEIL MCCURDY at **Coleman Tech Charter High School** in San Diego uncovered a little publicized program offered by Microsoft through its MSDN service. The MSDN Academic Alliance provides free access to a multitude of Microsoft software titles, including operating systems, developer tools, and productivity applications. The membership comes in two flavors: Developer, which has a more extensive list of offerings but is slightly pricier and intended for STEM-related academic departments; and Designer, which has about half as many programs and is intended for design, art, illustration, and similar departments.

At Coleman Tech, McCurdy will spend \$499 on the Developer edition to obtain the 32-bit version of Windows for deployment on student netbooks and drive students to a download site to obtain other applications that the school will use throughout the year.

Microsoft has teamed up with e-academy, which offers software distribution, tracking, and authentication for Academic Alliance administrators through a service named ELMS (for e-academy License Management System). There's no additional charge. ELMS allows students to be provided with a URL to a hosting site, where they can download the software they need for the academic year.

LINKS

- **Acer**
acer.com
- **Amazon**
Amazon.com
- **Asus**
asus.com
- **Coleman Tech Charter High School**
colemantech-high.com
- **Google Apps for Education**
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windows.microsoft.com
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PROFILE

SARA SMITH GATES, TEACHER,
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>> BEST OF BOTH WORLDS

We have a very unusual hybrid approach in that we are an online school, with all coursework available online to our students, but with a requirement that the students are on campus once a week for a four-hour block. They spend those four hours in a single classroom, with 25 students per class, and the teachers rotate through. So, for instance, the first hour the focus might be mathematics. Students begin their studies on whatever math they are working on and a teacher comes around to visit them one on one. At the same time, there might be a study group of students who all have Algebra 2, and they can be pulled out to work at a table in the center of the room with a teacher. In the second hour the focus changes to, say, humanities, and a new group of teachers comes in. We have four classes in the morning—so approximately 100 students are on campus—and another four in the afternoon. With approximately 1,000 students in the school, we have 10 of these sessions per week.

>> UNTRADITIONAL ATTENTION

One of the greatest strengths that this approach provides is flexibility. Some students just don't like traditional schooling, while others work, or are parents, or have other commitments that interfere with their ability to fit within the traditional structure of the school day. We are able to keep our class sizes smaller, and students get much more



individual support. Students can skate through four years of a traditional high school without being noticed. That's not going to happen in a setting like this.

>> TRUST, BUT VERIFY

When I describe our school to people they sort of scratch their heads and say, "But they're on campus once a week? How do they learn anything?" It does place quite a responsibility for learning on the shoulders of the students, because once they are off campus, they're responsible for their own progress. They don't have that daily face-to-face contact with an instructor, although they can communicate with the instructor on a daily basis through e-mail, as well as some phone contact. We can closely track the student's activity log. But no one tries to sugarcoat the challenges that online schooling can pose for themselves.

>> RELEARNING HOW TO TEACH

I've been at the school six years and this year I'm teaching two online English classes. Prior to this position I taught high school English, speech, and journalism for 13 years, all in traditional classrooms. It's a difficult transition—the materials and teaching techniques that work in classrooms are not necessarily effective in online teaching. I felt I was an effective traditional in-class teacher, so it was a setback to realize that as I began to put my materials online, I was being too text-based—counting too much

MY TOP 3...

OPEN SOURCE RESOURCES


Open High School of Utah "This award-winning online charter school has made its courses and curriculum available for free." ocw.openhighschool.org

Free Technology for Teachers "This source focuses on language arts." freetech4teachers.com/2011/01/11-language-arts-resources-to-try-in.html

Wikispaces "A place for help to bring wikis into classroom use." wikispaces.com

on students' willingness to read long pieces of text, for example. I had to learn how to design coursework within the learning management system and make it attractive, engaging, and manageable. You don't get the cues like you do in the traditional classroom, where you can tell by students' responses whether you're connecting with them on the material. When a lesson has been online for a couple of days you see how many students have attempted it and who has struggled with it, then you sit down with those who have struggled and find out why.

>> A DIFFERENT SATISFACTION

I love the dynamics of a face-to-face classroom. If you're the kind of teacher who really needs that dynamic, I can't say this approach would ever satisfy that need. But if you're invested in student success, this is just as satisfying because you do get to see individual students progress. When I had class sizes of 37 to 40, as much as I tried, I know I wasn't able to meet the needs of every student. I hate that I couldn't, and it kept me up nights, but I know that some of them slipped away. With this format, I have more access to each student and more opportunity to make sure students succeed. 

Daniel Hertzberg



Do you know a K-12 technology leader or tech-savvy administrator or teacher we should profile? Tell us! E-mail michaelhart@1105media.com.

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