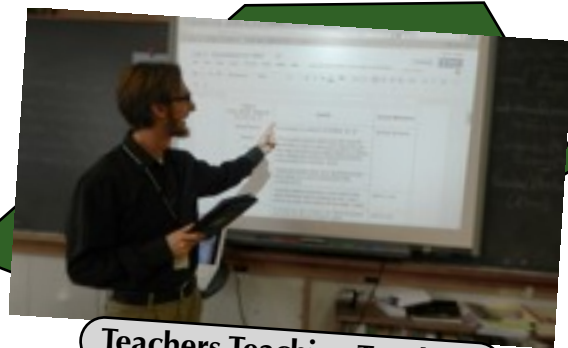




# Educating in a Digital Landscape

Teaching the Digital  
Generation to Create,  
Compose & Collaborate



Teachers Teaching Teachers

## A Conference for K-12 Educators

**Friday, March 1, 2013**

Catherine McAuley High School  
Portland, Maine

Learn Strategies for Helping Students  
Meet Common Core Standards

Conference Includes a Strand  
of "Unconference" Sessions

All Presenters are Affiliated with the  
National Writing Projects of Maine

For more information:

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[southernmainewritingproject.org](http://southernmainewritingproject.org)

## Conference Schedule

8:15–8:50	Registration	
9:00–9:10	Opening	
9:20–10:20	Session A1	Session A2
10:30–11:30	Session B	
11:30–12:20	Lunch	
12:20–1:20	Session C1	Session C2
1:30–2:15	Session D	
2:25	Closing	

## BRING A COLLEAGUE AND SAVE

WRITING PROJECT MEMBER	\$60
NON-MEMBER	\$75
<b>SAVE \$35!</b>	\$135
	<b>\$100</b>

- Participants earn 5.5 contact hours for attending.
- Registration fee includes continental breakfast and lunch.
- Most sessions include built-in time to explore and apply digital tools. To get the most from the conference, be sure to bring your laptop/tablet, charger, and earbuds.

- In addition to scheduled workshops, attendees may participate in a strand of “unconference” sessions. Participants’ needs and interests will drive these informal discussions.

### Session A1 (9:20–10:20)

#### **A1.1: Wall Wisher: Connecting Classrooms – Laurie Jacques, Middle School of the Kennebunks**

One fish, two fish, red fish, Wall Wish! Posting online is another way of sharing learning in the language arts classroom. Explore an easy way to involve your students in online discussions using traditional computers, cell phones and personal electronic devices. Create your own walls to use with your classroom! (6–12)

#### **A1.2: The Student Documentary: Learning from Ourselves and Each Other – Alyssa Littlefield, Monmouth Academy**

Attendees will learn how to develop a student-led project by using technology in a “documentary style” format. Participants will learn about one class’s process of creating “The Box,” a documentary about students’ experience with the memoir Left to Tell by Immaculee Ilibigiza. Participants make their own “video diaries” using a variety of tools. (6–12)

#### **A1.3: Using Blogs to Teach Current Events in Science – Brigid Smith Franey, Gorham High School**

One of the things that makes science so exciting is its continually evolving content. Textbooks just can’t keep up; they present science concepts as dry, dusty, and unchanging. Science blogs, however, are reporting on the cutting edge of science and portray what it is like to be a scientist working to make new discoveries in their fields. Explore with me how incorporating blogs into your science curriculum can enliven your teaching and enhance your students experience. (6–12)

#### **A1.4: Empowering Teachers to Help Parents of Struggling Literacy Learners – Diana Pettis, Carl J. Lamb Elementary**

The role of the family in supporting struggling literacy learners should not be overlooked. In this workshop, one teacher will share resources and discuss her work with blogging as outreach to parents and other educators. Participants will also have the opportunity to experiment with blogging. (K–6)

### Session A2 (9:20–11:30) – Please note these choices are double sessions that take up both morning slots.

#### **A2.1: Endless Possibilities of Edmodo: Managing an Online Student Networking Space – Susan Inman, Greely HS**

In this session, you’ll learn about Edmodo, the classroom equivalent of Facebook. But instead of status updates and photos of kittens, your students will be able to have discussions, share information, participate in polls, take quizzes, complete assignments, access documents, and more, all from one teacher- and student-friendly online space. (6–12)

#### **A2.2: Capture the Learning with Evernote – Mary Bellavance, Waterboro Elementary, and Susan Dee, Biddeford IS**

This interactive workshop session is designed to assist attendees with creating digital Student Learning Profiles. Using Evernote, participants will explore ways to capture, document, and reflect on student work samples, anecdotal notes, observations, and assessment data. Participants will gain ideas and resources for infusing technology in authentic, purposeful ways within their classrooms. (K–12)

#### **A2.3: Digital Storytelling for the Primary Grades – Suzanne Tighe, Biddeford Primary School**

Afraid to try digital storytelling with your primary students? Come join this interactive workshop to see how you can integrate digital storytelling into your classroom. Be prepared to play! (K–4)

## **Session B (10:30–11:30)**

### **B1: Writing, Audience, & Collaboration with VoiceThread: Conversations in the Cloud – Pat Lammers & Martha Vignola**

Voice Thread, a collaborative web tool that encourages young authors to explore voice and compose, publish, and respond to writing in any curriculum, allows users to navigate multimedia slides and leave comments. After learning about classroom approaches, participants will have the opportunity to explore the platform and begin setting up accounts. (K–3)

### **B2: Developing Student Voices Through Podcasting – Christopher Hoffman, Greely High School**

Do your students struggle with understanding the concept of voice? Help your students hear themselves! This workshop will provide you with an introduction to podcasting, a simple and useful way for you to help students recognize and craft their own voices. (9–12)

### **B3: Teaching the Analytical Essay in Steps: Collaborating with Google Docs – Hannah Burroughs, Greely High School**

With the help of Google Docs' collaborative features, English teacher Hannah Burroughs finally found success in teaching the analytical essay writing process. Learn how a simple graphic organizer, shared with Google Drive, made a big difference. Bring your own writing assignment quandaries, brainstorm with colleagues, and leave with new ideas for supporting student writing. A basic familiarity with Google Drive is recommended. (6–12)

## **Session C1 (12:20–1:20)**

### **C1.1: Working with Wix: Publishing Student Research – Suzanne Atwood, Westbrook Middle School**

Wix.com is an online platform that can be used to create both public and private websites. Participants will learn how this digital tool was used to "publish" research in a middle school social studies class. Ample time will be given for participants to create their own sites, using either provided materials or ideas of their own. (6–12)

### **C1.2: Skype Sessions and the Writing Workshop – Michele Aronson, Woodside Elementary School**

This interactive writing workshop incorporates core standards and components of the writing workshop, including connection, teaching, and active engagement. We'll work on the architecture of conferring with student writers. In addition to writing during the session, participants will learn how to engage students with Skype to improve their writing, and how to create a student blog for posting, revising, and editing work. (K–6)

### **C1.3: iBooks in the Classroom – Christopher Estes, Massabesic High School**

iPads are rapidly changing the way we teach. A largely untapped area in this new field is the use of Apple's iBooks in place of traditional print texts. This workshop is designed to show participants the capabilities of iBooks, as well as ways to integrate assignments right into the reading. Along the way we'll cover some tips and tricks to make the most of your iBooks experience. (6–12)

### **C1.4: Using Technology to Motivate Struggling Readers – Sheila Caldwell, Camden Hills Regional High School**

In this workshop designed for novice tech users, attendees will learn to use Keynote to motivate struggling readers to engage and have fun with fiction while exploring characterization and point-of-view. (6–12)

## **Session C2 (12:20–2:15) – Please note these are double sessions that take up both afternoon slots.**

### **C2.1: Using Google Sites to Build e-Portfolios – Elizabeth Tewksbury, Sacopee Valley High School**

This workshop will show how to create e-portfolios using Google Sites. In addition to effectively recording and showcasing student work, e-portfolios are an excellent tool for teachers' professional development. There will be ample time to experiment with Google Sites during this workshop. (6–12)

### **C2.2: iPads in the Elementary Classroom – Timothy Hebda, Waynflete School**

iPads are powerful learning tools wonderfully suited for elementary students in all content areas. Time will be provided for philosophy of use, applications for students, and organization for the teacher. Exploration, application, and evaluation of iPad apps will also be a focal point. An emphasis will be placed on applications that allow students to share their "voice." (K–6)

## Session D: Quickfire Sessions (1:30–2:15)

Designed to give presenters 10–12 minutes each to share successful classroom practices and/or results of Teacher Action Research, Quickfire sessions give participants the opportunity to hear a number of ideas in a relatively short period of time.

### D1:

- **Book Discussions through Edmodo** – Jen Kelly, Lincoln Middle School
- **Google Doc Templates/Spreadsheets to Collect Student Data and Streamline Documentation** – Nancy Cooper
- **Publishing Digitally: Using VoiceThread in the Classroom** – Rene Custeau and Heidi Litman, Hall Elementary

### D2:

- **VoiceThread and First-grade Poetry** – Martha Vignola
- **Some Thoughts on Flipping the Math Classroom** – Anne French, Catherine McAuley High School
- **Using Jing to Facilitate Learning in Students, Peers, and Parents** – Nancy Grose, RSU #57

### D3:

- **Generating Interest in Your Club or Class through Social Media** – Joanne Lannin, Bonny Eagle High School
- **Now You're Google "Doc-ing"** – Dawn Pendergrass, Biddeford High School
- **Flipped Lessons to Increase Student Understanding in Humanities** – Laurie Sevigny, Poland Regional High School

Name: \_\_\_\_\_ Phone: \_\_\_\_\_

Address: \_\_\_\_\_

School: \_\_\_\_\_ Email: \_\_\_\_\_

Special Dietary Needs: \_\_\_\_\_

Session Selection (please check all that apply):									
<input type="checkbox"/>	A1.1	<input type="checkbox"/>	<b>A2.1</b>	<input type="checkbox"/>	B2	<input type="checkbox"/>	C1.3	<input type="checkbox"/>	D1
<input type="checkbox"/>	A1.2	<input type="checkbox"/>	<b>A2.2</b>	<input type="checkbox"/>	B3	<input type="checkbox"/>	C1.4	<input type="checkbox"/>	D2
<input type="checkbox"/>	A1.3	<input type="checkbox"/>	<b>A2.3</b>	<input type="checkbox"/>	C1.1	<input type="checkbox"/>	<b>C2.1</b>	<input type="checkbox"/>	D3
<input type="checkbox"/>	A1.4	<input type="checkbox"/>	B1	<input type="checkbox"/>	C1.2	<input type="checkbox"/>	<b>C2.2</b>	<input type="checkbox"/>	

Anything *not* on the program that you'd like to see? \_\_\_\_\_

### Payment Information

\_\_\_\_\_ \$75 Conference Registration  
 \_\_\_\_\_ \$60 SMWP/MWP Teacher-Consultant  
 \_\_\_\_\_ \$100 Dual Registration: TC and Non-member  
 \_\_\_\_\_ \$50 Presenter Rate

\_\_\_\_\_ Payment Enclosed\*  
 \_\_\_\_\_ Purchase Order - Number: \_\_\_\_\_

\*\*Please write checks to "University of Southern Maine" with "SMWP tech conference" in the memo line)

Please mail payment and a completed registration form to the Southern Maine Writing Project:

**Kate Kennedy**  
 University of Southern Maine  
 School of Education and Human Development  
 37 College Avenue  
 Gorham, ME 04038

