

Dear Colleagues and Friends,

Welcome to the 2007 International Reading Association Conference (IRA). We, the Preconference Institute 20 Organizing Committee, are looking forward to sharing the day with you. It is our goal that the day's activities will spark new ideas for technology integration in K-12 educational settings and beyond. We have chosen the theme *Using Technology to Develop and Extend the Boundaries of Literacy* because it is increasingly clear that new literacies are crucial to participation in our growing technological world and that technology integration in educational settings will help prepare today's students for meeting these challenges. More than ever before, Internet technologies are a central part of our students' educational and personal lives. Thus, the theme of the institute is both timely and critical for us to collectively consider.

Today's events will encourage you to embrace new directions in reading and writing and include new forms of literacy in your instructional programs. To help move us toward our goals, we have invited keynote and featured speakers who will spark insightful and thoughtful discussions amongst us. Institute sessions feature engaging speakers, each with a unique perspective on designing instruction to foster the skills and strategies needed for developing new forms of literacy. The institute also features hands-on lab sessions that will introduce you to exciting new resources that you can use in your classrooms to develop and extend the boundaries of literacy. This year's institute incorporates a panel discussion that will invite us to *Expand Perspectives on How Technology Extends the Boundaries of Literacy*, encouraging us to put into action the ideas introduced throughout the day. To initiate dialog and interactivity beyond today's events, we have designed an institute wiki. This online location is editable by all participants and houses all institute materials for easy reference from any online location. We look forward to sharing today with you and exploring tangible ways to *Use Technology to Extend the Boundaries of Literacy*.

Thank you for your participation,

Colin Harrison, Jill Casteck, Carolyn B. Gwinn, and Susan Watts Taffe

Preconference Institute 20 Organizing Committee

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Program Schedule
Metro Toronto Convention Center, Rooms 714 A/B and 715A

Using Technology to Develop and Extend the Boundaries of Literacy

9:00-9:10 WELCOME AND OVERVIEW Room 715A

Colin Harrison, Jill Castek, Carolyn B. Gwinn, Susan Watts Taffe
IRA Preconference Institute 20 Organizing Committee

9:10-10:00 MORNING KEYNOTES Room 715A

Miss Rumphius Where are You Now? Examining the Effect of NCLB on Literacy and Technology Integration in K-12 Schools--A Conversational Dialog

Part 1: Miss Rumphius Revisited: Where Have New Literacies Gone in an Age of No Child Left Behind? **Donald J. Leu, University of Connecticut**

Part 2: Miss Rumphius + Innovative Thinking = Overcoming and Persevering in an Age of No Child Left Behind **Denise Johnson, College of William and Mary**

10:00-10:10 MINI BREAK

10:10-10:55 FEATURED SPEAKER Room 715A

"We read flowers ..." **Rewriting Imagination Through Ancestral and Multimedia Technologies: Theory and Examples from an At-Risk Youth Literacy Program**

Andrew Schofield, Kwantlen Park Secondary School, Canada
Recipient of the 2006 IRA Presidential Award for Reading and Technology

11:00-11:40 CONCURRENT BREAKOUT SESSION 1

How Technology Use Extends the Boundaries of the Literacy Environment and the Literacy Teacher

Room 715A

Carolyn B. Gwinn, Educational Researcher and Consultant, Andover, MN
Susan Watts Taffe, Educational Researcher and Consultant, Cincinnati, OH

*Literacy Learning Beyond the Classroom Walls:
An Exploration Room of ReadWriteThink (Lab)*

Room 714A/B

Laurie A. Henry, New Literacies Research Team, University of Connecticut
Emily Manning, 2nd Grade Teacher, Pecan Creek Elementary Denton, TX

11:45-12:25 CATERED BOX LUNCHES AVAILABLE FOR \$10.00
INCLUDES SANDWICH, CHIPS, SALAD, DRINK & DESSERT

12:30-1:10 CONCURRENT BREAKOUT SESSION 2

Technology and Literacy: Perspectives from the Classroom

Room 715A

Mark Ahlness, 3rd Grade Teacher, Arbor Heights Elementary Seattle, WA

Information and Imagination: Informing New Visions (Lab)

Room 714 A/B

Marino C. Alvarez, Tennessee State University
Victoria J. Risko, Peabody College of Vanderbilt University

1:15-2:05 AFTERNOON KEYNOTE

Digital Remix: The Art and Craft of Endless Hybridization

Room 715A

Michele Knobel, Montclair State University
Colin Lankshear, James Cook University

2:10-2:50 CONCURRENT BREAKOUT SESSION 3

Maximizing Student Laptop Usage: Using Technology as a Tool to Enhance Literacy at Fernley Elementary School **Room 715A**

Todd Wright, Fernley Elementary, Fernley, Nevada

Using Real eBooks in Real e-classrooms in the US, UK and South Africa (Lab) **Room 714A/B**

**Mark Condon, RealeStudios
Colin Harrison, University of Nottingham, UK**

2:55-3:35 CONCURRENT BREAKOUT SESSION 4

Making Learning Interactive: Reading, Writing, and Collaborating, in S'cool with Today's Internet Technologies **Room 715A**

**Jill Castek & Lisa Zawilinski, New Literacies Research Team,
University of Connecticut**

Charting a New Course for Diverse Learners as They Engage in Digital Reading, Viewing, Listening, and Composing (Lab) **Room 714A/B**

Bridget Dalton, Center for Assistive Special Technologies (CAST)

3:40-4:25 FEATURED SPEAKER

Extending the Boundaries of Literacy: Realities, Complexities, Possibilities **Room 715A**

William H. Teale, University of Illinois, Chicago

4:30-5:00 PANEL DISCUSSION

Room 715A

Featuring the presenters and participants in conversation

Expanding Perspectives on How Technology Extends the Boundaries of Literacy

Chair: Carolyn B. Gwinn, Educational Researcher and Consultant, Andover, MN

Colin Harrison, University of Nottingham, UK

Denise Johnson, College of William and Mary

Don Leu, University of Connecticut

Andrew Schofield, Kwantlen Park Secondary School, Canada

William H. Teale, University of Illinois, Chicago

Closing: Colin Harrison, University of Nottingham, UK

THANKS TO ALL FOR ATTENDING

Instructions for Accessing the Institute Wiki

It is our hope that the institute forges new collegial friendships, sparks new ideas and prompts new questions about theory development and classroom implementation. We've designed an institute wiki to promote ongoing dialog beyond the institute and as a place where we can go to learn more about work being done in literacy and technology.

A wiki is an easy-to-use web page that multiple people can edit. Here's how!

1. Download Firefox 2.0 browser software www.firefoxuserguide.com, its FREE!
2. Open Firefox.
3. Enter the wiki's address: <http://extendboundariesofliteracy.pbwiki.com/>
4. When prompted, sign in with the password: IRA
5. Entering your email address is not required to sign in and view or edit the wiki. Should you wish to enter your email address, you will be sent an email each time the wiki has been updated or edited as an invitation to view site.
6. Navigate the wiki as you would any other website.
7. Here's what else you can do with each of the navigation buttons at the top of each page:
 - *Home* – return to the Institute's homepage, where the speaker's pages can be accessed
 - *Edit page* – add comments, questions, links, thoughts or ideas to any page. Files and images can also be added to any page. Format your text with the formatting palate.
 - *New page* – add a new page to the wiki, and link it to the other institute pages.
 - *Comments* – begin an asynchronous “chat like” dialogue about the content on any page.
 - *Files* – upload word processing files, PDF documents, or other files to link to any page.
8. Click the “help” link at the top right hand side of the page for support on any aspect.
9. Start your own PBwiki at <http://www.pbwiki.com/>. There are many educator benefits offered including add-free wikis. Click on the educator link off the main page for details.

PB Wiki sponsored our institute offering 10 PB wiki T-shirts and 10 free premium-Gold PB Wiki sites to participants as raffle prizes. Many thanks to the folks at PB wiki!

Session Abstracts (Organized in Presentation Order)

MORNING KEYNOTES: *Miss Rumphius Where are You Now? Examining the Effect of NCLB on Literacy and Technology Integration in K-12 Schools--A Conversational Dialog*

Miss Rumphius Revisited: Where Have New Literacies Gone in an Age of No Child Left Behind? Donald J. Leu, University of Connecticut



The Miss Rumphius Awards of IRA recognize exceptional online resources that teachers have created to support literacy and learning in school classrooms. What lessons can we learn from these teachers? How has NCLB impacted the integration of the new literacies of online reading into the classroom? What changes have yet to take place? This portion of the joint talk will address these issues.

Donald J. Leu is the John and Maria Neag Endowed Chair in Literacy and Technology at the University of Connecticut and co-director of the New Literacies Research Lab. He is co-editor of the forthcoming *Handbook of New Literacies* and co-author of *Teaching with the Internet K-12: New Literacies for New Times* (4th ed).

Miss Rumphius + Innovative Thinking = Overcoming and Persevering in an Age of No Child Left Behind, Denise Johnson, College of William and Mary



This presentation will showcase the efforts of the Miss Rumphius winners of the past and present by highlighting examples of ways these innovative teachers successfully integrated technology into the literacy curriculum. This talk will showcase Miss Rumphius winners' contributions as they continue to overcome the current challenges of NCLB.

Denise Johnson is an associate professor of reading education at the College of William & Mary, Williamsburg, Virginia where she is the University Professor of Teaching Excellence. Her forthcoming books include: *The Joy of Children's Literature* and *Teaching Literacy in Fourth Grade*.

FEATURED SPEAKER: *“We read flowers ...” Rewriting Imagination Through Ancestral and Multimedia Technologies: Theory and Examples from an At-Risk Youth Literacy Program*, Andrew Schofield, Kwantlen Park Secondary School, British Columbia in Canada

Drawing on a metaphor of ‘reading flowers’, Andrew's session will explore different ways that Apple's iMovie program has been used to shift at-risk youth narratives from biographies of despair to autobiographies of hope ... how technologies, including iMovie, are used to ‘re-write imagination’. Central to this project is situating school literacies within students’ out-of-school narratives and using iMovie as a bridging technology to blend and extend both worlds. The result is changes in student self-conceptions regarding literacy in particular and life prospects in general, and transformations in the nature of school literacy practices. Four short student films will be used to illustrate the central argument: Our ability to make symbolic meaning in the world can be enhanced through the creative use of digital technology.

Andrew Schofield was a teacher, teacher educator, and school district administrator in his native South Africa during that country’s transition to democracy. Andrew returned to the classroom in 2001, teaching and researching in an inner-city school working with at-risk students contributing to the field of youth literacy. He received his doctorate from the University of British Columbia.

How Technology Use Extends the Boundaries of the Literacy Environment and the Literacy Teacher, Carolyn B. Gwinn, Educational Researcher and Consultant, Andover, MN and Susan Watts Taffe, Educational Researcher and Consultant, Cincinnati, OH

This interactive session focuses on the ways in which the teacher’s role is extended and changed when technology is integrated into literacy instruction and new literacies are addressed in the classroom. We will begin our session by discussing several characteristics of the learning environment that support effective literacy-technology integration. We will then use classroom examples at the primary and intermediate grade levels to explore the impact of technology on instructional planning and teaching itself. Finally, we will present teacher characteristics associated with effective literacy-technology integration.

Carolyn B. Gwinn is an Educational Researcher and Consultant from Andover, Minnesota. She is a literacy curriculum specialist for a school district in Minnesota and provides leadership in the areas of professional development and the planning, implementation, and evaluation of literacy related initiatives. Carolyn earned her doctorate from the University of Minnesota. **Susan Watts Taffe** is an Educational Researcher and Consultant based in Cincinnati, Ohio. She is a reading program author for Pearson Scott Foresman. She earned her doctorate from the State University of New York at Buffalo and was an Associate Professor of Elementary and Literacy Education at the University of Minnesota. Susan and Carolyn are co-authors of *Integrating Literacy and Technology: Effective Practice for Grades K-6*.

Literacy Learning Beyond the Classroom Walls: An Exploration of ReadWriteThink

Laurie A. Henry, New Literacies Research Team, University of Connecticut

Emily Manning, 2nd Grade Teacher, Pecan Creek Elementary School, Denton, TX

ReadWriteThink is a portal site developed by the International Reading Association, the National Council of Teachers of English and the MarcoPolo Foundation. This portal site was created as a resource for K-12 literacy educators to provide standards-based classroom lessons that integrate the Internet in some way. Do you want to help prepare your students for success in the 21st century but don't know where to begin? This session will offer an overview of the site's features as well as time for hands-on exploration of this invaluable resource. Bring literacy learning outside the classroom walls by engaging in lessons that provide opportunities for your students to explore safe Internet resources of the highest quality. See how students can be motivated and engaged in literacy learning with interactive tools that support the fundamentals of reading and writing. Session presenters are RWT lesson authors and members of the RWT advisory board.

Laurie A. Henry is a doctoral candidate in Cognition & Instruction at the University of Connecticut where she is a research assistant with the New Literacies Research Team. Laurie is a former middle school teacher at the 6th, 7th, and 8th grade levels in Literature, English, Math, and Special Education. **Emily Manning** is an elementary teacher in Denton, Texas. Emily earned her Master's degree with a specialization in reading at the University of North Texas in 2004.

Technology and Literacy: Perspectives from the Classroom

Mark Ahlness, 3rd Grade Teacher, Arbor Heights Elementary School, Seattle, Washington

Web 2.0 tools offer qualitatively different approaches to the teaching of literacy skills. Using blogs, even in third grade, can change more than just the writing process. It can alter the writing curriculum content. Students are not just consumers of information anymore, they are creators of information. Also, today's students are demonstrating changes in reading preferences, moving away from traditional chapter books to embrace the reading of blogs, Real Simple Syndication feeds (RSS feeds), and online news. This presentation will focus on some of my experiences dealing with the excitement and challenges in integrating these new approaches in my third grade classroom, and some reflections on what the future may hold.

Mark Ahlness received a BA in psychology from the University of Connecticut. He then moved to Seattle, where he received his teaching certificate and M.Ed. from the University of Washington. Mark has been teaching 3rd grade for 15 years at Arbor Heights Elementary.

Information and Imagination: Informing New Visions, Marino C. Alvarez, Tennessee State University and Victoria J. Risko, Peabody College of Vanderbilt University

This session will demonstrate how multimedia and Internet capabilities can be used to foster analysis of real world problems, analyzing what was historically, what is in contemporary representations of problems, and imagine what (changes and actions) could be possible. Embedded in this demonstration is attention to both literacy skills and strategies, in the areas of vocabulary development and text comprehension and deep learning, and imaginative and creative thinking. Guided by social cultural and critical pedagogy practices, our uses of technology are situated within theme-based and problem-solving formats that invite active and generative learning to help students make apparent their understandings and personal questions. Examples will illustrate multiple pathways students' access for knowledge building that goes beyond simple information gathering procedures and instead sparks analysis and imaginative productions that promote self and collaborative learning.

Marino C. Alvarez is a Professor in Teaching and Learning at Tennessee State University where he was awarded *Teacher-of-the-Year* and *Distinguished Researcher-of-the-Year*. He is co-author of *The Art of Educating with V Diagrams*. **Victoria J. Risko** is a Professor of language, literacy, and culture at Vanderbilt University. She is co-author of *Collaboration for Diverse Learners*, and *Declaration of Reader's Rights: Renewing our Commitment to our Students*.

AFTERNOON KEYNOTE: Digital Remix: The Art and Craft of Endless Hybridization
Michelle Knobel, Montclair State University and Colin Lankshear, James Cook University

Lawrence Lessig defines remix as “someone mixing things together, and then someone else coming along and remixing that thing they have created”. In this sense, remix is as old as human cultures, and human cultures are themselves products of remixing. Since the late 1960s, however, originating with highly contrived forms of music remix by dancehall DJs, diverse remix practices and cultures of diverse kinds have exploded worldwide. Some familiar contemporary forms include hip-hop music, fanfiction writing, photoshopping, video mashup and fan animation. Remix practices have been greatly amplified in scope and sophistication by recent developments in digital technologies. These make it possible for home-based digital practitioners to produce high touch remixes across a range of media and cultural forms. This has in turn strengthened remix culture, encouraging seemingly endless hybridizations in language, genre, content, technique and the like, and raising questions of legal, ethical, educational and cultural import. This session will sample remix culture and address some of its most pressing issues with particular reference to literacy.

Michele Knobel is Professor of Literacy Education at Montclair State University, NJ. **Colin Lankshear's** affiliations are with James Cook University, McGill University, Central Queensland University, and the Universidad Nacional Autonoma de Mexico. Colin and Michelle are co-authors of *New Literacies: Everyday Practices & Classroom Learning* (2nd ed.), co-editors of *A New Literacies Sampler*, and co-editors of the *Handbook of New Literacies*.

Maximizing Student Laptop Usage: Using Technology as a Tool to Enhance Literacy

Todd Wright, Fernley Elementary School, Fernley, Nevada

As teachers, we all want our students to comprehend what they read. But, how do we get them beyond basic comprehension and all the while keeping them engaged? At Fernley Elementary School, we have initiated a 1 laptop for each student pilot program in one fourth and one fifth grade class. This “tool” has energized students, who now gain a richer understanding of literacy skills such as, cause & effect, problem & solution, judgments & decisions, and summarizing. Graphic organizers, instant messaging, and the Internet are but a few of the ways we enhance our students’ literacy.

Todd Wright has been an elementary educator for 13 years. He has spent the last two years teaching 4th grade in classroom that equips one laptop computer for each student.

Using Real e-Books in Real e-classrooms in the US, UK and South Africa

Mark Condon, RealeStudios and Colin Harrison, University of Nottingham, UK

RealeBooks are now becoming known internationally as a valuable tool for empowering authors of all ages in a wide variety of communities, and for making publication something that is within every person's reach. RealeBooks are small, self-published books that are made to be held in your hand, but they also can be easily shared on the Internet. This hands-on session will present information on the development and use of RealeBooks in research and development projects involving educational settings in Texas, the UK and South Africa. The presenters will support participants in a lab session exploring RealeWriter software, consulting online RealeBooks libraries, and starting to make their own RealeBook.

Mark Condon is the founder and director of RealeBooks and a former Professor of Literacy Education at the University of Louisville. He is co-author of *Get Real: Bringing Kids' Learning Lives into Your Classroom*. **Colin Harrison** is a Professor of Literacy Studies at the University of Nottingham, UK. He is the author of *Understanding Reading Development* and co-editor of *Assessing Reading Practices*. Colin is the recipient of the Albert J. Kingston Award, 2006.

Making learning interactive: Reading, Writing, and Collaborating, in Schools with

Today's Internet Technologies, Jill Castek and Lisa Zawilinski, University of Connecticut

Today's information and communication technologies can be used in innovative ways to enhance learning. This session will explore the potential for greater engagement, interactivity, and interaction among students in elementary and middle grades through the use of wikis, blogs, and discussion forums in and beyond the classroom. Projects we have implemented and free resources we have used will be highlighted. Come and explore the ways today’s ICTs are being used to extend the boundaries of literacy across the curriculum!

Jill Castek is a doctoral candidate in Cognition and Instruction. **Lisa Zawilinski** is doctoral student in Curriculum and Instruction. Both work with the New Literacies Research Team.

Charting a New Course for Diverse Learners as They Engage in Digital Reading, Viewing, Listening, and Composing, Bridget Dalton, Center for Applied Special Technology (CAST)

Although we know that reading, viewing, listening, and composing are essential to learning with and through digital technologies, they are often addressed superficially, without attention to the underlying knowledge, skills, strategies, and habits of mind required for success. Further, the reading is not always connected to the composing, making it even more difficult for struggling readers to make the necessary connections. Drawing on several years of research in middle grade classrooms, we will share strategies, lessons, and examples of student work illustrating how technology can support students in all aspects of literacy, and also engage them as learners.

Bridget Dalton is Chief Officer of Literacy & Technology at CAST outside of Boston, MA. Bridget serves as e-Editor of *Reading Research Quarterly's* Online Supplements. She has published articles in peer-reviewed journals such as the *Journal of Learning Disabilities*, the *Journal of Special Education Technology*, *Learning Disabilities Research and Practice*, *Cognition and Instruction*, *International Journal of Educational Research*, *Reading and Writing Quarterly*, and *The Reading Teacher*. Previously, she was Co-Editor, of the International Reading Association's peer-reviewed electronic journal, *Reading Online*.

FEATURED SPEAKER: *Extending the Boundaries of Literacy: Possibilities, Realities, Complexities*, William H. Teale, University of Illinois, Chicago



Technology is a tool that is developing and extending the boundaries of literacy. This talk synthesizes a number of practical and theoretical issues raised throughout the day of the institute, in the research literature, and from classroom stories. It also picks and pulls at a number of loose threads dangling from the topic of technology and literacy. The possibilities of technology are seductive. The realities are sobering from a social justice perspective. The complexities are real—and something to revel in.

William H. Teale is a Professor of Curriculum and Instruction at the University of Illinois, Chicago. His research interests include emergent literacy; beginning reading and writing instruction; culture, children's literature, and literacy education; technology and teacher education for literacy instruction. William is the co-author of the forthcoming book entitled *Kids, Computers, and Literacy Learning* and co-author of *Emergent Literacy: Reading and Writing*.

PANEL DISCUSSION: *Expanding Perspectives on How Technology Extends the Boundaries of Literacy*, Carolyn B. Gwinn, Chair, *Educational Researcher and Consultant, Andover, MN*, Colin Harrison, *University of Nottingham, UK*, Denise Johnson, *College of William and Mary*, Andrew Schofield, *Kwantlen Park Secondary School* and William H. Teale, *University of Illinois, Chicago*

The purpose of the panel discussion is to provide an opportunity for presenters and participants to dialogue about issues related to the use of technology as it extends the boundaries of literacy.

Throughout the day, participants will record questions sparked by the day's session. Carolyn B. Gwinn, panel discussion chair, will present 3-4 questions collected prior to the discussion and panelists will respond. Participants will then engage in dialog with the panelists presenting their ideas and questions for implementation across various educational settings. Colin Harrison, Chair of the Technology, Communication, and Literacy Committee of IRA, will wrap up the panel discussion and provide a closing for the day. An institute evaluation form will be distributed to all. We thank you in advance for completing this evaluation. Your suggestions will be used to inform the planners of future institutes of participants' preferences and interests.

Presenter Handouts (Organized in Presentation Order)

“We read flowers ...” Rewriting imagination through ancestral and multimedia technologies: Theory and examples from an at-risk youth literacy program

Andrew Schofield, Kwantlen Park Secondary School, Canada
Recipient of the 2006 IRA Presidential Award for Reading and Technology

Intro

- ✦ “We read flowers” ... ? Ancestral technologies ... ?
- ✦ My (former) class

My argument

- ✦ MMT’s (including iMovie) must be part of our ‘reading of flowers’, part of making sense of the world and ourselves.
- ✦ MMT’s (incl. iMovie) must be part of (and dramatically extends) our construction of self

How do we ‘read flowers’

- ✦ Metaphor
- ✦ Symbolization (‘Symbolic technology’ Donald, 2001)
- ✦ Language and narrative
- ✦ Mythic creation (etc)

What ‘flowers’ are being read (and revealed) here?

- ✦ Chad’s The Metamorphosis
- ✦ Nikki’s Hills like white elephants

Reading flowers: Meaningful literacy

Because meaning is the core of literacy, we can conceive of literacy in terms broader than is customary. Literacy can be conceived of as the ability to decode or encode meaning in any of the social forms through which meaning is conveyed (Eisner, 1998, p. 9).

How do we ‘read flowers’? Part 2

... through narrative. For example:

“Our capacity to render experience in narrative is ... an instrument for making meaning that dominates much of life in culture ... Our sense of the normative is nourished in narrative, but so is our sense of breach and of exception” (Bruner, 1990, p. 97).

So, narratives structure our experience; they give us a position

Campbell (1988)

[all myths] are speaking about the deep mystery of yourself and everything else. It is a mysterium, a mystery ... tremendous, horrific, because it smashes all your fixed notions of things, and at the same time utterly fascinating, because its of your own nature and being. When you start thinking about these things, about the inner mystery, inner life, the eternal life, there aren't too many images for you to use. You begin, on your own, to have the images that are already present in some other system of thought" (1988, p. 38).

Gettin away from the cops

Sam: Hey can you imagine sitting in a car gettin away from the cops and you speeed up and speeed up more an more an you're just bookin it down the road faster and faster till you are goin at the speed of light. Can you imagine that man? Bookin it away from the cops at the speed of light? *With an expression that is both quizzical and skeptical, Craig looks at Sam.*

AS: Craig this is what's called a thought experiment. You can't do it really, but only in your mind... in your thoughts. What do you think you'd see going at the speed of light getting away from the cops?

Craig: Donno man. Never done one of those.

AS: Can you imagine that?

Craig: Would you see anything?

Sam: You'd catch up with what you're seeing! You couldn't see 'cos you'd have to catch up with what you're seeing?! Think about it man; that's dope ... man that's like time travel ... you'd catch up with time!

Craig: You can do that?! You could pick your favorite day and catch up with it?

Sam: You could whip around the world like in 10 minutes. Maybe quicker.

Craig: You'd get away from the cops!

AS: There was this fello Albert Einstein. He was the first person to do this thought experiment. Only he used a train. He figured about using light on a train, just like Sam figured using the cops. What do you think about these thought experiments?

Craig: They're trippy man

Reading flowers: Managing the self

✦Munt: "the self has to manage intelligibility of itself through time, and it achieves this through narrative, through becoming the 'hero' of its own story ... Techniques of the self, such as writing, render the self visible and plausible to itself and to others" (2002, p.8)

✦Romi's Nuclear Power

(Re)positioning students

- ✦ Nikki's Woman chooses death
- ✦ Kelly's The Guest

Repositioning Nicole

- ✦ The almost finished paddle

Last night I spent 2 and ½ hours painting the paddle. It was very hard and I had to do in my room by my self. This morning I had to use a fine tip sharpie black and red to fill in mist, betal and outline a bit of the parts that I missed. The hardest parts were the eye and the beaks it had the most betal the beak had line that were very thin lines. The eye had a circle, called an ovid done in a northcoast art style. Within the ovid, you can see a crescent, normally, in first nation's art, a crescent like this which shows weeping (Gilbert and Clark, 2001, p. 95). But, when I was 'carving' I was happy. So I showed my own 'happy' weeping by making a sideways crescent. Returning to the topic of art styles there are many different varieties- North, West, South Coastal, Plains, Interior and so on. In any other carving that I do I will focus on one art style. In the one that I have done now I have 3 different art style and have changed some to my own.

Nicole on Heidegger

✦ "Art is truth setting itself to work". This is by Heidegger. I read it in an extract by Mark Pike. To me it means that you might look at a piece of art or writing. It might mean one thing to you but you need to think that maybe it has a different meaning to everyone else. My paddle has a spiritual event that happened to me. Everything in my painting on the paddle has something to do with what happened. You might look at the paddle as a Hummingbird with an eagle [eagle], bear, drum, handle, and fire on it. In fact, all of those things have something to do with the spiritual healing that happened to me. This spiritual healing is my art and my truth. For me, it is art *and* truth setting *myself* free" (emphasis in original).

'Reading flowers' ...

- ✦ Depends on where you are (in time and space, actually and existentially).
- ✦ Entails reading the external and internal worlds ... and our place in both.
- ✦ It's essential that we read and listen to 'the flowers': What narratives are our students revealing to us in their class-work and stories?

Where people are birds- Fragments beyond imagination: "Between the facts"

"Sign and symbol are knotted together in the production of those fixed realities that we call "facts" ... But *between the facts* run the threads of unrecorded reality, momentarily recognized, wherever they come to the surface, in our tacit adaptation to signs; and [between the facts run] the bright, twisted threads of symbolic envisagement, imagination, thought – memory and reconstructed memory, belief beyond experience, dream, make-believe, hypothesis, philosophy – the whole creative process of ideation, metaphor, and abstraction that makes human life an adventure in understanding" (Langer, 1942/1957, p. 281. Italics in original).

Ie: Between the facts lies creativity

How Technology Use Extends the Boundaries of the Literacy Environment and the Literacy Teacher

Carolyn B. Gwinn and Susan Watts Taffe
Educational Researchers and Consultants

Educational technology needs to be understood not as an isolated event, but as a piece in the puzzle of how teachers teach and students learn. -Wenglensky (2005)

As new technologies become increasingly prevalent in today's classrooms, we are compelled to consider their impact both on the classroom environment and on the ways in which teachers teach. Leu, Kinzer, Coiro, and Cammack (2004) have noted that technology heightens the role of the classroom teacher, although the specific ways in which the teacher's role changes are still emerging. Our interest in this topic is reflected in our longitudinal work with early-career teachers (Watts-Taffe & Gwinn, 2005; 2007). The results of this work, and that of others, have informed our thinking with respect to characteristics of the learning environment that distinctly mark effective literacy-technology integration as well as the need to consider the impact of technology within each phase of the instructional cycle. Finally, we have identified an array of teacher qualities linked to effective literacy-technology integration. Ongoing exploration of the ways in which technology use extends the boundaries of the literacy environment and the literacy teacher are critical to literacy teacher professional development.

Characteristics of the Learning Environment

The following characteristics are frequently evident when literacy and technology are integrated in meaningful ways (Watts Taffe & Gwinn, 2007).

- Promoting learning to learn
- Critical thinking
- Differentiation of instruction
- Attention to social interaction and collaboration
- Equity of access to technology
- Integration of conventional and new literacies
- Integration of literacy instruction with content-area instruction
- Emphasis on the classroom as a learning community
- Multifaceted preparation for instruction coupled with flexibility and responsiveness
- Preservation of fundamental features of exemplary print-based literacy instruction

Phases of the Instructional Cycle

In addition to the ways in which technology impacts the overall classroom learning environment, we consider the role of technology in a four-phase instructional cycle: planning for literacy-technology integration, implementing meaningful, purpose-driven instruction, assessing student learning to inform decision making, and assessing and reflecting on instruction. *Planning for literacy-technology integration* may include generating ideas for instruction, examining software or reviewing websites, and creating guides to support students' use of technology. *Implementing meaningful, purpose driven instruction* occurs as technology is used to directly impact teaching and learning. For

example, students may use online resources as a part of the research process. Within the *assessing student learning* phase, teacher understanding of student performance assists in the development of future instructional plans and implementation. As part of this process, technology may be used as a tool to deliver the assessment or it may be the means by which a final product is completed by the student, ultimately reflecting his/her new knowledge and understanding. Although the process of teacher reflection occurs throughout the instructional cycle, it is often the case that at the close of a lesson or unit additional time is devoted to *assessing and reflecting on instruction*. Results of this phase of the instructional cycle inform future planning.

Teacher Qualities

We believe that the great potential and possibilities for student learning afforded by new technologies can best be realized when teachers act as change agents. We find it helpful to classify characteristics related to change agents along three dimensions related to teaching: attributes, attitudes, and actions. These teacher *attributes* include effective decision-making, demonstrated confidence, and the possession of vision. Teacher *attitudes* include belief in the benefits of integrating technology into literacy instruction, belief in student capabilities relative to new technologies, and belief in the responsibility of the teacher to oversee literacy-technology learning experiences. Finally, teacher actions include communicating and collaborating with others, examining new possibilities, and persevering when faced with obstacles.

Leu, D. J., Jr., Kinzer, C. G., Coiro, J., & Commack, D. (2004). Toward a theory of new literacies emerging from the Internet and other information and communication technologies. In R. R. Ruddell & N. J. Unruh (Eds.), *Theoretical models and processes of reading* (5th ed., pp. 1570-1613). Newark, DE: International Reading Association.

Swanson, C. B. (2006). Technology counts '06: Tracking U.S. trends. Retrieved May 18, 2006, from www.edweek.org/ew/articles/2006/05/04/35trends.h25.html?levelId=1000

Watts Taffe, S. & Gwinn, C. G. (2007). *Integrating literacy and technology: Effective practice for grades K-6*. New York: Guilford.

Watts-Taffe, S. & Gwinn, C. G. (2005). Viewing professional development through the lens of technology integration: How do beginning teachers navigate the use of technology and new literacies? In Maloch, B., Hoffman, J. V., Schallert, D. L., Fairbanks, C. M., & Worthy, J. (Eds.), *The 54th Yearbook of the National Reading Conference* (pp. 443-454). Oak Creek, WI: National Reading Conference.

Wenglinsky, H. (2005). *Using technology wisely: The keys to success in schools*. New York: Teachers College Press.

Literacy Learning Beyond the Classroom Walls: An Exploration of ReadWriteThink

*Laurie A. Henry, New Literacies Research Team, University of Connecticut
Emily Manning, Reading Teacher, Pecan Creek Elementary School in Denton, TX*

ReadWriteThink is a portal site developed by the International Reading Association, the National Council of Teachers of English, and supported by the Verizon Foundation. This web-based resource site, part of the Thinkfinity consortium (<http://www.thinkfinity.org>), was created for K-12 literacy educators to provide standards-based classroom lessons that integrate the Internet in some way. Do you want to help prepare your students for success in the 21st century but don't know where to begin? This session will offer an overview of the site's features as well as time for hands-on exploration of this invaluable resource. Bring literacy learning outside the classroom walls by engaging in lessons that provide opportunities for your students to explore safe Internet resources of the highest quality. See how students can be motivated and engaged in literacy learning with interactive tools that support the fundamentals of reading and writing. Session presenters are RWT lesson authors and members of the RWT advisory board.

Resources Student Materials

Select from an array of easy-to follow lessons that incorporate detailed instructional plans and student-ready materials. Help students develop their literacy skills with lessons organized around the IRA/NCTE Standards for the English Language Arts. Search the peer-reviewed Web Resources Gallery for high-quality websites on reading and English language arts. Get students involved in your lessons with interactive online activities they can use in class or at home.

Lessons Standards

Discover ReadWriteThink's rich collection of materials for teaching reading and language arts in grades K-12, including research-based lesson plans, interactive online activities for students, and a calendar of significant literary events—all available online for free.

“I like the fact that the lessons on ReadWriteThink.org are written and reviewed by teachers who know what really works in the classroom. —Jennifer Soalt, Elementary Literacy Specialist

ReadWriteThink.org is your free link to quality lesson plans! Supported by the **Verizon Foundation** PLUS—Visit the calendar daily for information on significant literary events! Log on to www.readwritethink.org today...and use it in your classroom tomorrow!

ReadWriteThink.org is a website coproduced by the International Reading Association and the National Council of Teachers of English, with support from the Verizon Foundation. The site provides a collection of standards-based lesson plans and Web resources that aim to meaningfully integrate Internet-based content into the teaching and learning experience. The Web address is www.readwritethink.org.

800 Barksdale Road • PO Box 8139 • Newark, DE 19714-8139 • 800-336-7323 • 302-731-1600 •

ReadWriteThink.org Frequently Asked Questions

How many lesson plans do you currently offer on the website?

To date, we have published approximately 650 lesson plans for grades K–12, all of which have been written and reviewed by reading and language arts educators. Many of our lessons were written by classroom teachers.

How often are new lessons posted?

Approximately 15–20 new lesson plans are posted each month. Be sure to check in weekly to view the latest lessons and interactive student materials.

How can I find specific lessons to use in my classroom?

There are two ways to search for lessons on ReadWriteThink.org—access the Lesson Index and sort lessons by grade band or literacy engagement, or use the keyword search.

How do the lesson plans on your website integrate the Internet?

Each lesson includes activities that require students to access a variety of online materials, such as interactive tools, online worksheets, WebQuests, and content-specific websites. In addition, many of our lessons use online tools that we have developed including the Persuasion Map, a fractured fairy tale generator, and an interactive Venn diagram.

Is there a charge for ReadWriteThink.org lesson plans?

Absolutely not. Access to the website is free!

Who should I contact if I have questions about the site?

You can contact Mara Gorman, the associate editor, if you have any questions about the site. Mara's e-mail is mgorman@reading.org.

What is ReadWriteThink.org? I've never written for the Web before—can I submit to ReadWriteThink.org?

Our editors work closely with all of our authors to help them through the publication process. From submitting your proposal to developing your lesson in our format, we will provide the guidance and assistance you need. Remember—many of our authors are classroom teachers, not published writers. Information about the submission process is located at www.reading.org/publications/for_authors/rwt.html. Writers receive a stipend for each lesson accepted for publication. You can also sign up to be a reviewer for the site.

Tips for Getting Your Lesson Published on ReadWriteThink.org

1. Make sure to **follow the ReadWriteThink.org guidelines** (<http://mc.manuscriptcentral.com/societyimages/rwt/lesson.pdf>).

Lessons that demonstrate innovative applications of the items on our **suggested topic list** (<http://mc.manuscriptcentral.com/societyimages/rwt/suggested-topics.pdf>) are most likely to be published. This list is regularly updated as new teaching trends emerge.

2. Lessons must be based on an IRA publication, as indicated in the Theory to Practice section.

Make sure to **provide a direct connection between the journal article or book chapter and the lesson**. We are happy to help you find an appropriate article or book chapter if you need the assistance.

3. Lessons must **incorporate an Internet component as part of the learning experience**.

This might involve a content-related website or interactive tool. ReadWriteThink.org offers a number of tools in its Student Materials section. Linked websites should:

- Be used within the instructional plan in a manner fitting with the lesson's objectives (i.e., they should not be used for busy work)
- Be from a reputable source that offers quality content
- Contain safe links—make sure to check all links from the page to verify that they do not lead to inappropriate material
- Have no advertisements (minimal advertisements are sometimes acceptable)
- Be specific (i.e., we do not allow students to conduct Google searches, as we cannot guarantee appropriate content from such searches)

5. **Write as if the audience is a first-time teacher or substitute for your class.**

Spell out each step with detailed descriptions. When in doubt, define terms and techniques that may be unfamiliar to a new teacher. In addition, it's usually a good idea to use a specific example for the lesson (e.g., a specific book to model a comprehension strategy).

6. **Objectives and Assessments** must correlate directly; each objective should be addressed within the instructional plan and evaluated in the assessments.

- **Student Objectives** outline what the students will *learn* (skills, strategies, concepts), not what they *do* (read a book, complete a worksheet).
- **Assessments** are specific techniques teachers can use to evaluate the lesson objectives. These are usually presented in the form of a rubric, checklist, or some other specific measurement tool. It is also important to explain why these techniques are useful for assessment of student learning.

7. **Use the correct format:**

- The **Abstract** is the selling point for the lesson; it briefly describes the lesson's main purpose in 50 words or fewer.
- The **Overview** is a more detailed description of the lesson's activities and goals in 100 words or fewer. It should reference the underlying theory as well.
- The **Resources section** should list all materials a teacher will need to gather for the lesson, including any websites or student handouts used within the lesson.
- The **Preparation section** should describe how a teacher should prepare for the lesson.

8. Check your grammar, spelling, and logical flow of ideas. **Use the active voice!** In addition, plagiarism will **not** be tolerated.

9. **We accept lessons all year long.** If you miss your deadline or need an extension, you can submit your lesson at any time. We'd rather have a late lesson than nothing at all!

Information and Imagination: Informing New Visions

Marino C. Alvarez and Victoria J. Risko

Multimedia Cases – Students as Comprehenders and Producers

Cases are narratives, produced by students to represent what they are learning about targeted content and to answer questions they generate. Students are both comprehenders and producers of knowledge. To create these cases students access multiple texts—written, electronic, videos, music, art—for elaboration on targeted content and to answer their own questions.

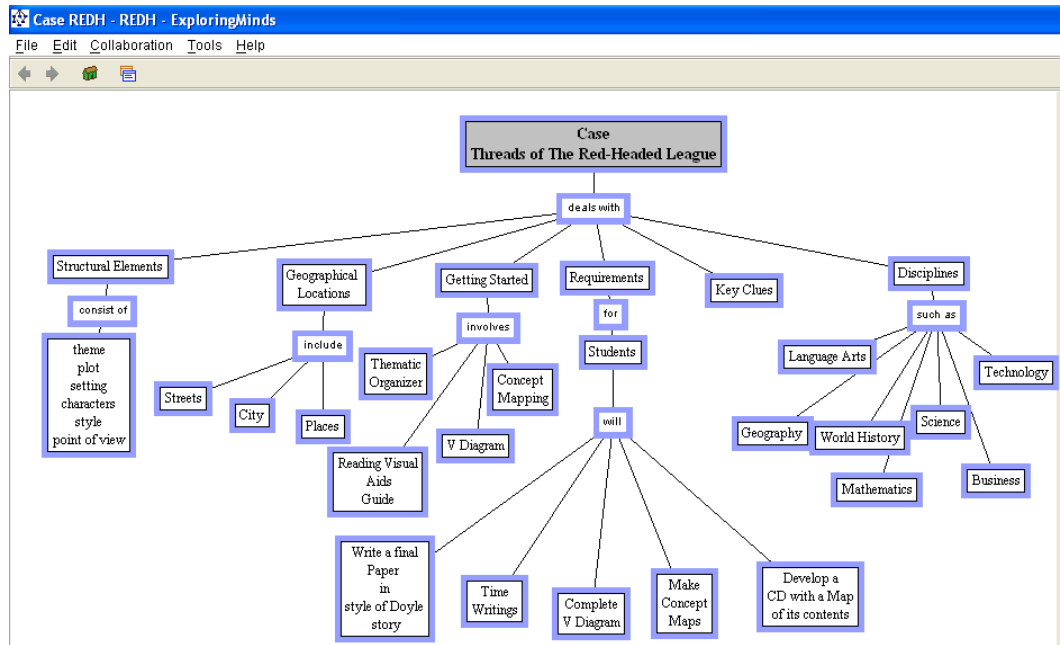
As students read multiple texts for learning and producing knowledge, they are engaged in the *use of strategies* that invite them to:

- Make connections with what is already known and central text concepts
- Study the text deliberately
- Generate questions that guide future study
- Give voice to characters and events and ideas
- Produce their own texts

Getting started

1. Teachers' role

- Make a *hierarchical concept map* depicting the overall components of the case lesson. An example is shown below:



- Identify text(s) to initiate the case building, identify central concepts – these can be arrayed on a *semantic web*, and plan to initiate investigations that involve multiple texts and Internet connections.

2. **Students' roles** – study texts deliberately and then generate questions to guide their case development. Plan for case development can be displayed on V Diagram.

*For example, text chosen is the **Red-Headed League** by Arthur Conan Doyle. Concepts under study in this first text are: Sherlock Holmes as an exemplar detective, art of detection for problem solving*

Making Connections

- Sherlock Homes as an exemplar detective
 - Portrait
 - Resume of Sherlock Holmes
 - Background of Sherlock Holmes
- Art of detection
 - Facts and Guesses
 - Inductive and deductive reasoning
 - Post reading activity – Produce a radio play, generate facts and guesses, develop a CD of your case.
- To characters' emotions, actions, circumstances
- Connecting the *Known* with the *New* is vital. Multiple linkages are possible:
 - In and out of school experiences
 - History to contemporary times
 - *Mysteries* to *mysteries*
 - Literature to science
 - Science to arts, music, and drama
 - Different and critical perspectives
- Providing Background Information
- Establishing a Situation/Problem

Study the text deliberately

- Story grammar
- Pre-reading activity, such as thematic organizer and visuals guide.
- During reading.
- After reading

Provide opportunities for Incorporating the Case

For example, provide opportunities for students to access trade books, electronic texts, and primary and secondary sources on the Internet with the *period* of the story setting as it relates to history, science, art, music, literature, and so forth.

- Historical setting of the story setting:

- Time period of stories. What's happening in London? Who's the Queen during this period? How did she influence the history, culture, and people of this time period? What kinds of transportation were used during this historical period in London and the surrounding countryside?

- Related Sherlock Holmes stories to the Art of Detection.
- Music of the story setting.
- Art of the story setting

Voicing and Producing

- Produce a radio play
- Write a mystery from a scientist's, an artist's or other contemporary of the period perspective.
- Write a mystery in the style of Arthur Conan Doyle's Sherlock Holmes.
- Produce a CD containing a semantic web of your case components with relevant linkages.

Remix: The Art and Craft of Endless Hybridization

Colin Lankshear & Michele Knobel

<http://www.coatapec.net>
<http://everydayliteracies.blogspot.com>

Overview of the presentation

Remix: the concept

- Remix is “the practice of taking cultural artifacts and combining and manipulating them into a new kind of creative blend” (Lankshear & Knobel 2006: 105)
- The principle of remix has always been integral to cultural development, an invisible process through which cultures grow and evolve
- On top of this “organic process”, however, self-conscious practices of remix have become popular cultural pursuits of cultural activity. Digital technologies have vastly amplified – in terms of quality and quantity – remixing options. Today, remixing cultural resources comprises what Lessig (2004) refers to as the new “alphabet” – that is, as the new building blocks of creative writing.
- Types of currently popular remix include:
 - Photoshopping remixes (e.g., Lostfrog.org)
 - Music and music video remixes (e.g., Danger Mouse’s “Grey Album” and the Grey video)
 - Machinima remixes (e.g., Machinima.com)
 - Moving image remixes (e.g., Animemusicvideo.org)
 - Original manga and anime fan art (e.g., Deviantart.com)
 - Television, movie, book remixes (e.g., Fanfiction.net)
 - Serviceware mashups (e.g., Twittervision.com)
 - Modding toys and other objects (e.g., minifig modding, artists modding designer vinyl toys)

Reflection on remix: the concept

- Which of the above [or other] practices of remix are you familiar with?
- Which of them [or others] are you aware of your students being involved in?
- What do you know about their “relationships” to these practices – or, their *investments* in them – and how these compare to how they are “related to” or “invested in” formal learning?

The art of remix

- Aesthetics, composition, elegance, concept/design
- Art as graphics, moving image and animation
- Aesthetics and appreciation

Reflection on the art of remix

- What makes for good remix?
- How do fans recognize good remix?
- How do fans reward good remix?
- How do remixers *learn* what is good remix?

The craft of remix

- Remixing requires technical know-how of different kinds (e.g., how to edit moving and still images, how to create a new storyline based on existing characters, how to edit sound and splice it into a stretch of video, how to record sound digitally, how to navigate timelines and synchronize sound and image, how to convert files from one format to another, how to maximize product quality while keeping bandwidth limitations in mind, knowing what's cool within certain groups—and what isn't, etc.)
- The craft of remix also includes risk-taking, experimentation, improvisation, getting around snags, developing hacks and making accidental discoveries through exploration and play.

Reflection on the craft of remix

- Gee (2007: 33–34) talks about the sense of expansion and empowerment humans feel when they can manipulate powerful tools in intricate ways that extend their area of effectiveness.
 - How might this apply to remix practices?
 - How might we get from the literal tools of “remix” to the intellectual tools that come with academic forms of inquiry in the kind of way Gee describes by reference to Galileo?

The endlessness of remix as hybridization

- There is no “end to remixing; each new mix—or part of this new mix—becomes a meaning-making resource or affordance for another remix.

Why engage with remix?

- Cultural evolution purposes
- Challenge to conventional “school” notions of reading and writing
- Medium/pretext for innovation
- Important for teachers to engage with intellectual property and copyright issues
- Potential for deep learning
- Taking notice of new forms of meaning making and social exchange or status
- Educational values inherent in social practices of remix (community building, intrinsic interest/values, humor, generosity, focus on design, etc.)

Reflection on why engage with remix?

- Gee (2007: 172–173) talks about education in terms of “deep learning” and says this involves moving from “learning about” to “learning to be”.
 - To what extent might non-formal popular cultural participation in remix practices be seen as a form of learning to be?
 - What aspects of such “learning to be” might apply to how we might think of best trying to engage young people in formal educational learning?
 - How might we start to think about making such connections to formal educational practice?
- How well do the points Gee makes about “learning to be” mesh with your personal philosophy of education in general, and your view of literacy education specifically?
 - What are the main points of similarity?
 - What are the main points of difference?
- How do you see the kinds of education policies that impact most directly on your work as a teacher “sitting” with the concept of trying to build bridges between non formal practices of remix and formal educational practices in the classroom?

Web sites showcasing some form of remix

- Worth1000.com
- Fark.com (scroll down and look for “photoshop” labels” next to entries, then click on number in parentheses beside a relevant entry)
- Youtube.com (search for: remix, machinima, anime music video)
- Howtodrawmanga.com (select “forums”)

- Lostfrog.com
- Fanfiction.net
- Machinima.com
- Animemusicvideo.com
- Toriyamaworld.com/fans/manga.html
- Templeotrunks.com/images/fan_manga/index.html
- Hfuff.stalo.com
- Antiwarposters.com
- Newgrounds.com
- Tfcog.net
- Jedimaster.net
- Break.com (search “remix”)

Supplementary reading

From: Gee, J. (2007). *Good Video Games + Good Learning: Collected Essays on Video Games, Learning and Literacy*. New York: Peter Lang.

Excerpt 1, from pages 33–34

4. Manipulation and Distributed Knowledge

PRINCIPLE: As I suggested in the first part of this chapter, cognitive research suggests that, for humans, perception and action are deeply inter-connected (Barsalou 1999a, b; Clark 1997; Glenberg 1997; Glenberg & Robertson 1999). Thus, fine-grained action at a distance—for example, when a person is manipulating a robot at a distance or watering a garden via a web cam on the Internet—causes humans to feel as if their bodies and minds have stretched into a new space (Clark 2003). More generally, humans feel expanded and empowered when they can manipulate powerful tools in intricate ways that extend their area of effectiveness.

GAMES: Computer and video games inherently involve action at a (albeit virtual) distance. The more and better a player can manipulate a character, the more the player invests in the game world. Good games offer characters that the player can move intricately, effectively, and easily through the world. Beyond characters, good games offer the player intricate, effective, and easy manipulation of the world’s objects, objects which become tools for carrying out the player’s goals.

EXAMPLE: *Tomb Raider*, *Tom Clancy’s Splinter Cell*, and *ICO* allow such fine-grained and interesting manipulation of one’s character that they achieve a strong effect of pulling the player into their worlds. *Rise of Nations* allows such effective control of buildings, landscapes, and whole armies as tools that the

player feels like “god.” *Prince of Persia* excels both in terms of character manipulation and in terms of everything in its environment serving as effective tools for player action.

One key feature of the virtual characters and objects that game players manipulate is that they are “smart tools.” The character the player controls—Lara Croft, for example—knows things the player doesn’t, for instance, how to climb ropes, leap chasms, and scale walls. The player knows things the character doesn’t, like when, where, and why to climb, leap, or scale. The player and the character each have knowledge that must be integrated together to play the game successfully. This is an example of distributed knowledge, knowledge split between two things (here a person and a virtual character) that must be integrated.

A game like *Full Spectrum Warrior* takes this principle much further. In this game, the player controls two squads of four soldiers each. The soldiers know lots and lots of things about professional military practice, for example, how to take various formations under fire and how to engage in various types of group movements in going safely from cover to cover. The player need not know these things. The player must learn other aspects of professional military practice, namely what formations and movements to order, when, where, and why. The real actor in this game is the player and the soldiers blended together through their shared, distributed, and integrated knowledge.

EDUCATION: What allows a learner to feel that his or her body and mind have extended into the world being studied or investigated, into the world of biology or physics, for example? Part of the answer here is “smart tools,” that is, tools and technologies that allow the learner to manipulate that world in a fine-grained way. Such tools have their own in-built knowledge and skills that allow the learner much more power over the world being investigated than he or she has unaided by such tools.

Let me give one concrete example of what I am talking about. Galileo discovered the laws of the pendulum because he knew and applied geometry to the problem, not because he played around with pendulums or saw a church chandelier swinging (as myth has it). Yet is common for liberal educators to ask children innocent of geometry or any other such tool to play around with pendulums and discover for themselves the laws by which they work. This is actually a harder problem than the one Galileo confronted—geometry set possible solutions for him and led him to think about pendulums in certain ways and not others. Of course, today there are a great many technical tools available beyond geometry and algebra (though students usually don’t even realize that geometry and algebra are smart tools, different from each other in the way they approach problems and the problems for which they are best suited).

Do students in the classroom share knowledge with smart tools? Do they become powerful actors by learning to integrate their own knowledge with the knowledge built into their tools? The real-world player and the virtual soldiers in *Full Spectrum Warrior* come to share a body of skills and knowledge that is constitutive of a certain type of professional practice. Do students engage in authentic professional practices in the classroom through such sharing? Professional practice is crucial here, because, remember, real learning in science, for example, is constituted by *being a type of scientist doing a type of science* not reciting a fact you don't understand. It is thinking, acting, and valuing like a scientist of a certain sort. It is "playing by the rules" of a certain sort of science.

Excerpt 2, from pages 172-173

14. Learning to Be

For years now we have attempted to speak to the literacy gap in our schools—the fact that poorer children learn to read less quickly and less well than do better off children. But modern digital technologies are opening up possibilities for new gaps on top of this old one, gaps in knowledge and in access to tech-savvy skills and identities. This is happening at the same time as our country—along with other developed countries—faces a looming creativity/innovation crisis, especially in technical areas. At the same time, fewer and fewer Americans are choosing to become scientists, engineers, or computer scientists.

Deep learning—learning that can lead to real understanding, the ability to apply one's knowledge, and even to transform that knowledge for innovation—requires that we move beyond "learning about" and move to "learning to be."⁶² It requires that learning be not just about "belief" (what the facts are, where they came from, and who believes them) but also strongly about "design" (how, where, and why knowledge, including facts, are useful and adequate for specific purposes and goals).

Deep learning requires the learner being willing and able to take on a new identity in the world, to see the world and act on it in new ways. Learning a new domain, whether physics or furniture making, requires learners to see and value work and the world in new ways, in the ways in which physicists or furniture makers do. One deep reason this is so is because, in any domain, if knowledge is to be used, the learner must probe the world (act on it with a goal) and then evaluate the result. Is it "good" or "bad," "adequate" or "inadequate," "useful" or "not," "improvable" or "not"? Learners can only do this if they have developed a value system—what Donald Schon calls an "appreciative system"—in terms of which such judgments can be made. Such value systems are embedded in the

identities, tools, technologies, and worldviews of distinctive groups of people—who share, sustain, and transform them—groups like doctors, carpenters, physicists, graphic artists, teachers, and so forth through a nearly endless list. A game like *S.W.A.T.4* is all about such identities and values. In playing the game, the player comes to realize that S.W.A.T. team members look at and act on the world in quite distinctive ways because of their values and goals and that these values and goals are supported by and integrally expressed through distinctive tools, technologies, skills, and knowledge. So, too, with any type of science, for instance.

Good video games can offer people new experiences which can be interrogated inside good learning systems. They can offer problem sets integrated, worked, modeled, and ordered in intelligent ways. They can offer identities— new shoes to stand in from which to view the world, ready for action, in distinctive ways—connected to powerful tools, knowledge, and technologies. They can create new forms of collaboration and communities of practice. They can create new roles and enrich old ones for teachers. They can create new gaps and make old ones worse, or they can be one tool among many for us to close old gaps and forestall new ones.

Some additional recommended reading

Gee, J. (2004). *Situated Language and Learning: A Critique of Traditional Schooling*. London: Routledge.

Gee, J. (2007). *Good Video Games + Good Learning: Collected Essays on Video Games, Learning and Literacy*. New York: Peter Lang.

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Knobel, M. and Lankshear, C. (eds.) (2007). *A New Literacies Sampler*. New York: Peter Lang.

Note: Page proofs for *A New Literacies Sampler* can be accessed free online at: <http://www.soe.jcu.edu.au/sampler/>

Lankshear, C. and Knobel, M. (2006). *New Literacies: Everyday Practices and Classroom Learning*. 2nd edition. Maidenhead and New York: Open University Press.

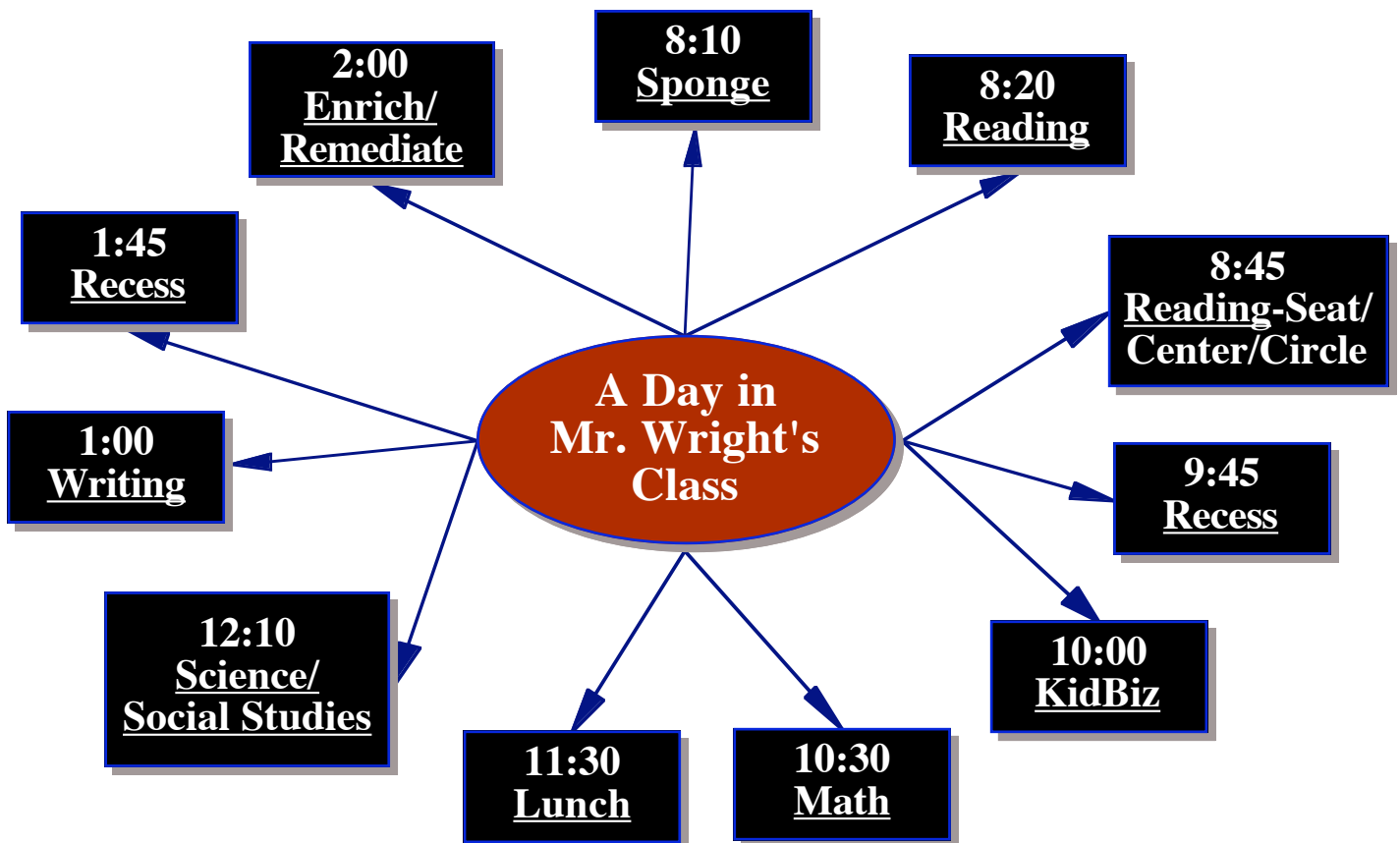
Lessig, L. (2004). *Free Culture: How Big Media Uses Technology and the Law to Lock Down Culture and Control Creativity*. New York: Penguin.

Using Technology to Enhance Literacy

Todd Wright

Roadmap for Today

(Times not actual!)



Using Technology to Enhance Literacy

Todd Wright
Session 3



"Ah ha" ideas that I want to take from this session.



Sponge Ideas-

Reading Ideas-

Writing Ideas-

Misc. Ideas-

Website Resources

The Wright Class: www.fes.lyon.k12.nv.us/w4.html

FlashcardExchange: www.flashcardexchange.com

Gaggle: www.gaggle.net

KidBiz: www.kidbiz3000.com

WritingFix: writingfix.com

Using Real eBooks in (and OUT of) Real e-Classrooms in the US, UK and South Africa

Colin Harrison	Mark W.F. Condon
University of Nottingham	RealeStudios, LLC

Today's session focuses upon a new kind of eBook that is created using free software that is downloadable from the Internet. These ebooks are picture-books and they are not only screen readable, but are printable.

Today, we'll share some of these books for your inspection, briefly review several projects around the globe that are both using and creating these books to the benefit of children, and take a tour of some online libraries featuring these books in their digital formats.

RealeBooks are REAL Books that are also eBooks.

These books feature qualities of multi-media picture-books and their benefits for literacy development are focused upon the power of authenticity in books for those just learning to read and write.

The books include:

1. Images that are familiar to the children for whom they were written. This local publication feature fills the void left by commercial publishers who cannot publish for small language and cultural populations
2. Language that is familiar to the children. This may be English, but it could be anything else for which we have a good primary font. It could also feature bi-lingual content.
3. The books are printed locally, either by teachers and parents or by a commercial printer. The back cover of the book offers a local business or professional office an opportunity to support literacy in the local community and to get their logo or face on every family's coffee table!
4. The books are cheap enough to be distributed to lots of children. The books can be created for as little as a dollar and if labor is volunteer that beats anything that publishers can offer – at least economically.
5. Locally published books offer everyone an opportunity to make a contribution to the learning lives of others.

The Book Cycle represents the possibility that communities as small as families, including classrooms or schools and as large as a "village" can become fully literate places. The books you see here are the first step in the creation of the Book Cycle in the projects where we are currently working.



The Community Literacy Medicine Wheel represents the players that must be active for a whole and healthy Book Cycle to come into being.



Current Projects – where we seek to establish a whole and healthy Book Cycle:

1. **Bureau of Indian Education** – Books used to promote AYP – Four locally produced books are being sent home each month with Head Start and Primary children. Parents are being taught how to care for, enjoy the family time together and support their little ones in learning the power of literacy.
2. **INNOED** – Creativity needs to be shared. Talented school children publish their brainstorm for all to enjoy, thus creating a rich and authentic context for the strategic use of literacy.
3. **The Ithuba Project - South Africa** Partners the SA Department of Education and the University of Texas – San Antonio with financial support from the United States Agency for International Development – Books are being created for

minority language populations that are too small to make it feasible for commercial printers/publishers

- 4. Rotary Club Initiative** – Community Service Organizations like this one get involved in ways that recognize their limitations in supporting literacy development and take advantage of their strengths. Middle school children are creating RealeBooks as part of their service learning curriculum. From those, two books are selected each month for printing for Head Start Children in Loveland, CO.
- 5. Children’s Museum of Denver Grow Project** – 22 Denver Public Schools and the Children’s Museum of Denver, in partnership with the Butterfly Pavilion are leading second graders in writing books for Kindergarten children.
- 6. Kentucky / New Mexico Writing Projects** – Folks are working to organize a book share in which the two very different kinds of lives are captured and digitally shared with audiences. These book authors are also Pen Pals.
- 7. Reading Recovery Research– Roaming and Writing** – Teachers writing for, then with their RR students, reflecting the full expression of their lives through literacy.
- 8. RealeLibraries**
 - a. Offer reading material to anyone with Internet Access
 - b. Invite Publication of ebooks by Children, Teachers, and families
 - c. Reflect specific interests of library holders.

Here are some links to web sites that feature the kinds of ebooks that we will be sharing today.

<http://www.realebooks.com> – Get your own free copy

<http://bie.realelibrary.com> – Native American schools

<http://uk.realebooks.com> - A new showcase for children in the United Kingdom

<http://lopez.realelibrary.com> – An elementary in Florida

<http://FACE.realelibrary.com> – a Preschool / Parent program in this project won the first ever Verizon “Tech Savvy” award for using ebooks to promote parental involvement.

Note: Time permitting; attendees will be invited to try out the ebook software used in all of these projects, Reale**Writer**. If that time is not found, attendees are invited at their leisure to visit www.realebooks.com and download a copy appropriate for their up-to-date MAC or PC. Once installed, click on the Template button and follow the directions for a tour of how the software works.

Making Learning Interactive: Reading, Writing, and Collaborating, in S'cool with Today's Internet Technologies

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Download this handout <http://extendboundariesofliteracy.pbwiki.com/>

Overview

The Internet is increasingly being used as a tool for research in our classrooms, media centers, community centers, and homes. Teachers are familiar with teaching students how to develop research questions, locate information, critically evaluate and synthesize across traditional print texts and are beginning to feel more comfortable in using Internet technologies and online resources to enhance their own teaching. It is time to begin taking the next step, using Internet technologies to extend learning opportunities *for students* in school. This requires teachers to develop new instructional strategies that take advantage of new Internet collaboration tools. In addition to using computers as a teaching tool, teachers need to learn how to introduce students to using computers as a learning tool. Students must acquire **new literacies** and develop positive dispositions for adapting to the ever-changing array of technologies available. School is a great place to support this kind of learning.

There is an Abundance of New and Useful Tools Available Free Online

In this session, we will explore the many benefits students gain when they use online communication tools in classrooms. We will also share examples of ways we have used Google Notebooks, Google Docs (and Spreadsheets), Google Groups and other discussion boards, blogs, wikis and collaborative projects to enhance learning in elementary and middle grade classrooms.

Session Objectives

- ❖ Explore the benefits of integrating today's Internet technologies into our classrooms
- ❖ Explore new instructional strategies for teaching and learning with the Internet
- ❖ Explore new Internet technologies that promote collaboration (all are FREE)
 - reading, exchanging and co-constructing texts using Google Docs
 - clipping, gathering, and sharing ideas using Google Notebooks
 - reading and writing collaboratively on classroom wikis,
 - exchanging ideas on classroom blogs, and
 - participating in online dialogues using discussion boards and Google Groups

Benefits of Integrating Today's Internet Technologies into Our Classrooms

- ❖ Students complete authentic reading and writing activities that take advantage of the Internet
- ❖ Collaborative Internet tools take advantage the reciprocity between reading and writing.
- ❖ The Internet provides access to a wide-array of resources that incorporate sound, images, video, and other multi-media with text to engage students in content.
- ❖ Activities extend beyond the classroom, inviting students to collaborate globally with others who think in new and different ways.

Reading, Exchanging and Co-constructing Texts using Google Docs

- ❖ Google Docs <http://www.google.com/google-d-s/b1.html> is an online word processor that enables users to collaborate on documents in real-time.
- ❖ Google Docs functions much the same way as Microsoft Word. Students can create documents in Google Docs, format and re-edit them numerous times. Students can save files, share files with others, and publish their documents to the Web.
- ❖ Google Docs offers students the ability to publish their work and share it easily with others. Once published, documents can be re-edited in Google Docs. The published web version is then **automatically** updated.
- ❖ Uses in schools:
 - To support collaborative writing between students
 - To have a place where students can store and edit documents
 - To house documents where students can access them from any computer

Clipping, Gathering, and Sharing Ideas using Google Notebooks

- ❖ Google Notebook www.google.com/notebook is a personal online location where students can clip and collect information as they browse the web. For a student doing research, Google Notebook is an incredible tool for keeping resources and notes together in one place.
- ❖ Students can clip and archive information from the web in a central location. This encourages synthesis across online resources and supports the research process in any content area. The Notebook makes creating web references a snap and eliminates paper note taking.
- ❖ Benefits:
 - Students can select and clip text, images and links from web pages
 - Site citations are created automatically, tracking where the students gathered info
 - Students can create and organize notes about what they have read online.
 - Notebooks can be divided into sections, helping students to stay organized.
 - Notebooks can be accessed from any computer. Clips from webpage can be made from Firefox (with a quick download). Multiple windows need not be opened.
 - Notebooks can be published to the web and shared with others.

Reading and Writing Collaboratively using Classroom Wikis

A **wiki** is a webpage that is easily created and edited by multiple authors. All types of media can be easily added to wiki pages including images, links, files, and new wiki pages. Revisions to any wiki page can be tracked using the site's history feature. Multiple versions of all pages are automatically archived allowing earlier versions of the page restored when needed. Students and teachers can dialog about changes they wish to make to a page using the "comments" feature. Comments allow for an asynchronous exchange between wiki users. There are many classroom friendly tools for making your classroom's own personal wiki space. Wikis are fun and easy!

Wikis We've Built with Our Students

- ❖ *National Parks* <http://newliteracies.pbwiki.com/National%20Parks>
 - Password: *nagano*
- ❖ *Nierlich Class* <http://nierlichclass.wetpaint.com/>

Exchanging Ideas on Classroom Blogs

A **blog** is a webpage that is easily edited. Additionally, depending upon permissions, readers can comment on the entries posted by the author(s). While blogs have been traditionally used as online diaries and for political commentary, classroom teachers have begun using blogs to post classroom assignments and update parents on school events. Some teachers use blogs for literature responses, to collect student opinions about content area learning topics, and as a reflection tool. In our experience, using a classroom blog invites and extend a cooperative classroom dialog. Use of a blog promotes learning in the classroom and beyond. The educational possibilities are endless. Visit a few of the blogs we have created to spark ideas.

Blogs We've Build with Our Students

- ❖ *Human Body Project* http://newliteracies.typepad.com/human_body_project_studen/
- ❖ *Idea Exchange* <http://ideaexchange.edublogs.org/>
- ❖ *Nierlich Students* <http://missionstudents.learnerblogs.org/>

Resources for Creating Educational Blogs and Wikis

- ❖ *Free Educational Blogs for Teachers & Students*
 - Edublogs <http://edublogs.org/>
 - Learner Blogs <http://learnerblogs.org/>
- ❖ *Free Wiki Services that are Education Friendly*
 - PBWiki <http://pbwiki.com/>
 - Wikispaces <http://www.wikispaces.com/>
- ❖ *Videos that show the power of blogs & wikis*
 - Will Richardson <http://education.zdnet.com/?p=35>
 - Jon Udell <http://weblog.infoworld.com/udell/gems/umlaut.html>

Participating in online discussion boards using Google Groups

- ❖ Google Groups <http://groups.google.com> is an online discussion board where participants are invited to post and comment on topics of special interest. In essence, Google Groups functions as a threaded discussion board with greater control on the part of the teacher. Students can view others' posts and opinions, or these can be kept private and moderated. Only those invited can read discussion boards and post to them. Easy, fun, and FREE!

Going Global: Free Online Tools for Educators

Most of us are familiar with email, but many teachers aren't aware of student friendly email sites or Global Collaboration Projects. ePALS, www.epals.com offers free classroom email accounts for students and features global Internet learning projects, student friendly discussion boards on topics of interest to students, and tools for teacher networking as well. Teachers are able to moderate and screen students' accounts, addressing concerns about safety and language appropriateness.

- ❖ *Free Student Email Services for Education & International Exchange Projects*
 - ePALS <http://www.epals.com/>
 - *Developing Intercultural Language Learning through On-line Exchanges* <http://www3.unileon.es/personal/wdfmrod/collab/>
 - *Intercultural E-mail Classroom Connections* <http://www.iecc.org/>
 - *Kidlink* <http://www.kidlink.org/>

Internet Safety

Many teachers feel reluctant to use Internet communication tools because they perceive the risks to children outweigh the possible benefits the tools offer. While we agree that the Internet *can* be a risky environment, we feel students can be taught how to behave safely while online. One resource we use often is PBS Kids Internet Driver's License <http://pbskids.org/license>. This module is organized as an interactive. It uses a questioning approach to teaching kids about general rules about password sharing, making public personal information and the like. Also included is an end product, An Internet Driver's License that students can print and keep with them. It serves as an excellent tool for reminding students the "rules of the road" while online.

Articles and Videos that Demonstrate the Need to Transform Instructional Practices

- ❖ *How to Bring Our Schools Out of the 21st Century, Time Magazine* <http://www.time.com/time/magazine/article/0,9171,1568480,00.html>
- ❖ *The Partnership for 21st Century Skills* <http://www.21stcenturyskills.org/>
- ❖ *Teacher Tube* <http://www.teachertube.com/>

Articles We've Authored that Extend New Ideas for Introducing New Literacies

- ❖ *Reading adventures online: Five ways to introduce the new literacies of the Internet through children's literature* <http://homepages.uconn.edu/~jmc03014/work.html>
- ❖ *Reading and Writing the Internet with Kids* <http://www.latimes.com/extras/readingby9/parentguide/story12.html>
- ❖ *The New Literacies of Online Reading Comprehension* <http://extendboundariesofliteracy.pbwiki.com/> (click on the link to our presentation site)

Receipt for Lunch



*International Reading Association Conference
Toronto, Ontario Canada*

**Using Technology to Develop and Extend the
Boundaries of Literacy**

**Preconference Institute 20
May 13, 2007**

Name of Institute Participant	Amount Paid for Lunch
	\$10.00 US Dollars

Notes