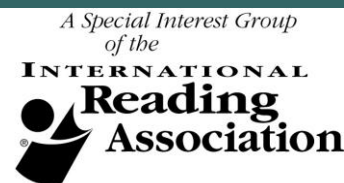


January 2012
Volume 5, Issue 2

TILE-SIG



Technology in Literacy Education Special Interest Group



Special Interest Articles In This Issue:

- **Using Cool Tools –
Voices from the Field:
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Prezi Adventure:
Beyond the Slide Show**
by Dr. Denise H. Stuart
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Welcome message from the Co-Editors of the 2011-2012 TILE-SIG Newsletter



Greetings TILE-SIG Members!

We've got so many new things to share in this issue of our newsletter! First, our regular columnist, Denise Stuart, describes several exciting ideas for how students are using the Prezi application in *Using Cool Tools: Voices from the Field* (see p. 2). Columnist Brenda Stein Dzaldov reviews her book *Literacy Smarts*, which details how interactive whiteboards are being used to promote literacy and learning in Grades K-6 (see p. 7). In addition to our regular contributors, several presenters from the 2011 TILE SIG meetings have shared summaries of their presentations. TILE-SIG members Jackie Gordon and Kristine Still tell us about several digital projects with primary school teachers (p. 10) and Mark Geary shares classroom tips for using PhotoStory 3 with fifth graders to create book trailers (p. 14). Finally, Kimberly-Kimbel Lopez and Carrice Cummins introduce us to the Wix website tool and the many ways that teachers are designing websites with this resource (see p. 11). We are thrilled that so many SIG members are stepping forward to contribute articles and share their expertise!

As we kick off 2012, we encourage all of you to think about how you could become more active in the group. This is especially relevant now, as IRA has approached our SIG with a number of opportunities for our members to contribute in important ways. A membership form is available on the last page of this newsletter to share with others (or to remind you to pay your dues). Be sure to check out the offerings at this year's IRA Pre-Conference Technology Institute in Chicago this May (see p. 8) and our sneak preview of the TILE-SIG's roundtable offerings during the regular conference week (p. 9). Enjoy this issue's resources!

☺ *Mike Putman* and *Julie Coiro*, Co-Editors, TILE-SIG Newsletter

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● ● ● Using Cool Tools: Voices From the Field

By Denise H. Stuart, PhD., Column Editor

Denise Stuart is an Associate Professor of Education at the University of Akron. As a literacy educator, her teaching has spanned preschool through adult in school and community settings. Among the courses she teaches are Literacy and Technology, Language Arts and Media and Children's Literature. Her current research focuses on issues of integration of technology in literacy teaching and learning. You can reach Denise at dstuart@uakron.edu



Razzle Dazzle of the Prezi Adventure: Beyond the Slide Show

Consider a canvas where your eyes take in an entire picture traveling around the surface, drawn to the many parts of the picture, its shapes and colors, back and forth, whole part whole. You are yet to encounter the details of the layered information ready to be zoomed into view with a digital click. This is the feel of [Prezi](#), a web-based presentation software, a cool tool that moves beyond the traditional series of slides show. It is easy to create, even co-create from distances, and easy to share. As I considered how to describe it I thought: Prezi is to PowerPoint as a graphic organizer is to an outline, array-linear, a map into the content of a presentation. But as with any cool tool it is in the way one uses it that makes the difference. A Prezi can be cluttered with a lot of text or brought alive with animation and visuals. Take a trip around a canvas – zoom in zoom out, get the details or the big picture to make this a captivating presentation journey.



This emerging tool is increasingly being used in the classroom as it builds capacity in how one can create and personalize their Prezi. [Susan Hall](#), Media Specialist at the [National Inventor's Hall of Fame STEM Middle school](#) affirms that "in our building, 7th grade uses Prezi almost exclusively in place of all PowerPoint presentation opportunities. It is used for science fair, PBL presentations, book presentations, etc." She tells how this continual use "gives learners time to get immersed in this presentation technology." She describes ways she herself used Prezi during the school morning meeting assembly to introduce and prepare learners for a speaker arriving that day, astronaut Michael Foreman. She had presented background information on Foreman and remarked how "you would be amazed at how much [the learners] remembered. They even shared some with him!" Another time learners studying cello gave a live introduction of a visiting cellist, Dan Peters, by performing music while a Prezi showed on a large screen as an informational backdrop about the cellist that featured his sheet music. "It turned out really well. I have never since had such an attentive audience."

The type of enthusiasm Coach Hall reports about her students' response to a Prezi presentation is often noted. I saw it in my own Language Arts methods class where several students chose to use Prezi to present their cultural memoir project. Applying one of this web 2.0 software's templates, she created a family tree that on first view revealed the big picture of the student's life influences. But as she walked us around the branches of the tree and zoomed in and out we saw photos, documents, artifacts, text of poetry and favorite sayings that told her family story: past, present and future. The leaves showed small on the original canvas but as she clicked through popped into full screen to offer the details she chose to share. We also adapted our Cin(e)-poetry project (Stuart, 2010) to be shown in a Prezi. Student selected poems were brought to life with visuals that appeared and subsided within a larger thematic graphic. Background music added to the mood of the poem and in one

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Razzle Dazzle of the Prezi Adventure ...

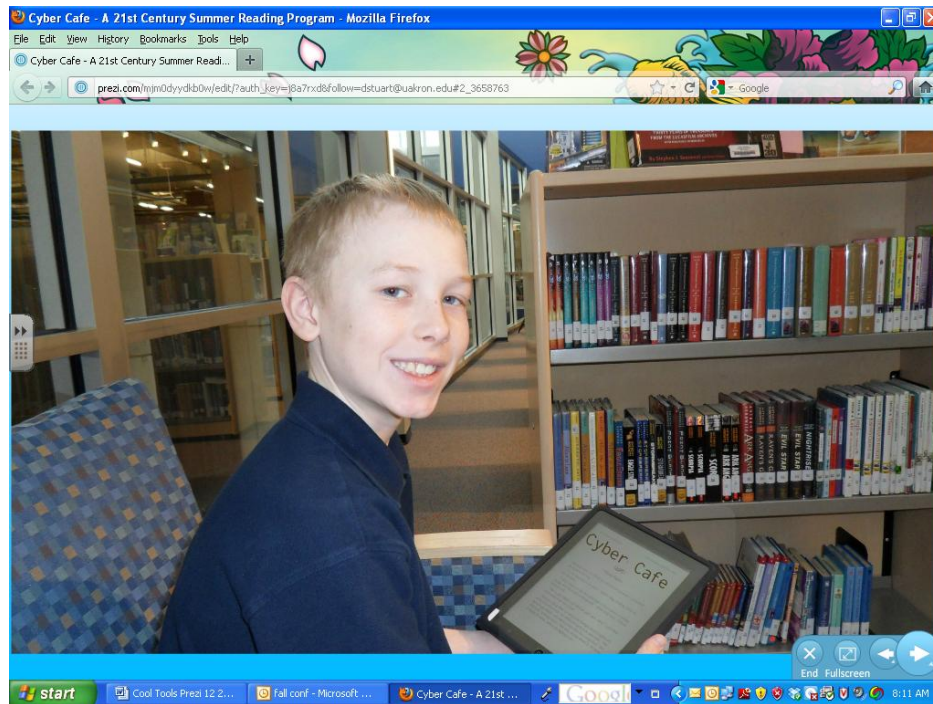
(continued from page 2) by Denise H. Stuart, PhD.



Prezi the text of the lines of the poem took form as in a concrete poem and then when clicked and zoomed in were horizontal for reading before flipping and turning back to shape.

While [PC Magazine](#) describes Prezi as “an animated visual feast unlike the usual boring set of bullet points” we agree and are equally excited about its potential as composing software. Because it is a web 2.0 tool the Prezi can be easily constructed with others as Coach Hall and I did preparing a presentation about our summer reading program. Learners participating in this program, The Cyber Café, used e-readers, then developed response projects and finally chatted with the author across continents (Tel Aviv) via Skype. Susan offers that “the Cyber Cafe was my first shared project. I loved being able to share the editing experience and work collaboratively in a virtual environment. I think it is remarkable that we put this together without even meeting face to face! I see so much potential here for group work with others in our school as well as outside our walls!

How about creating a project with learners in another school?” Without sending large files back and forth we selected a “edit with others” option and accessed the cloud address to continue work on our Prezi. We appreciated the visual and animated dimensions of the software and created the backdrop, the larger canvas, from a photo of a learner reading with his e-reader, as shown below. Then framed and clustered in the spines of the books on the bookshelves, so unnoticeably small, are the details of the phases and products of project. As we moved through the content of our presentation viewers took the journey into the book spines to learn more!



A Prezi starts as a blank canvas with a toolbar for editing, viewing, sharing and other options. The editing page takes you into your construction site where you can **insert** shapes, images, you tubes, diagrams and files. You can then organize these with a **frame** in the form of brackets or shapes. Once you have much of your content on the canvas you can then create a path that links the framed clusters and inserts. Then you can play with design and aesthetics through **colors and fonts**. Prezi is an evolving tool; there is always something new developing. At any point you can move, resize, rotate or change the look of your Prezi. When it is viewed in published form in a browser, an animated tour of the canvas emerges rather than the series of inserts or slides. The browser zooms in on the first item in the path you created, then it zooms out again, then in again on the second item, through the path to the end of your Prezi. While creating my last Prezi I discovered a path thumbnail strip was added to

(continued on page 5)

Digital Resources to Keep You In the Loop



Free Digital Literacy Resources

When in Time (<http://whenintime.com/>): This simple-to-use tool enables anyone to create interactive timelines and share them online either publicly or privately. The timelines can include text, photos, and video and integrates clickable options for viewers to find out more specific information about each entry in a new window.

Gigapan (<http://gigapan.org/>): Gigapan provides amazing panoramic views of locations and events around the world and an interface that enables you to zoom in and explore, record your observations, and share your thoughts with the world. Experiences structured through the Gigapan Youth Exchange project (see <http://education.gigapan.org/about>) create extraordinary opportunities for students to learn more about people and places around the world.

Story Nory (<http://www.storylineonline.net/>): Story Nory is an entertaining compilation of over 300 free audio stories for kids read by professional actors. The creators publish a new story every week and include collections of popular fairytales, classic stories, and original children's stories. You can play the stories online or subscribe for free to the sites iTunes feed to download the stories onto your ipod.

Merriam Webster Visual Online Dictionary (<http://visual.merriam-webster.com>) is an award-winning searchable collection of over 6,000 images and diagrams to include in your presentations or adapt for your use with an interactive whiteboard.



TILE-SIG Educational Blog Watch

Digital Writing, Digital Teaching

Integrating New Literacies into the Teaching of Writing

<http://hickstro.org>



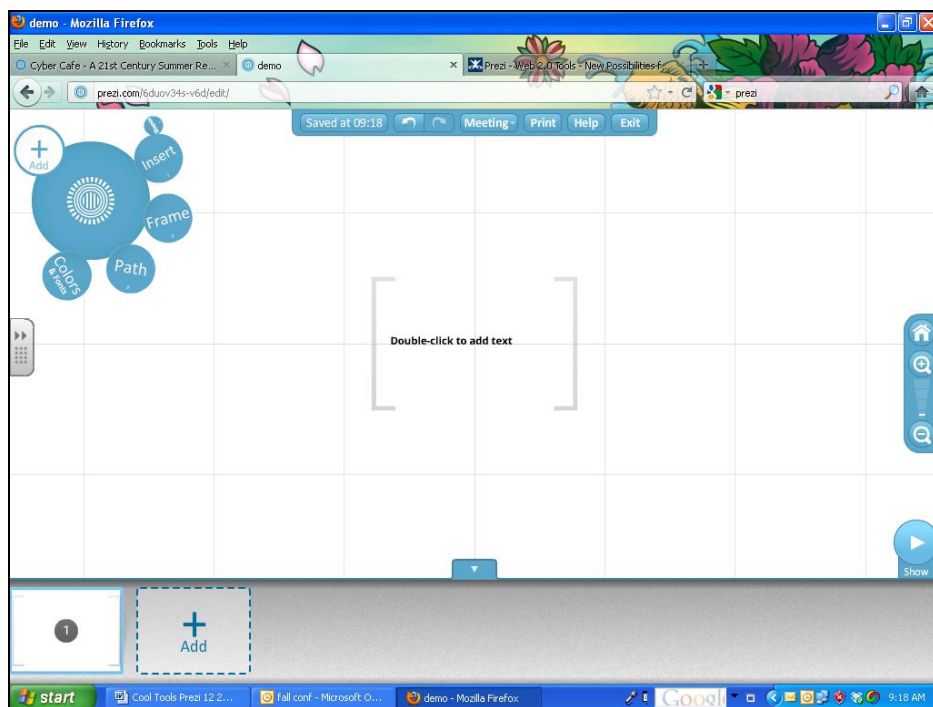
Maintained since 2006 by Dr. Troy Hicks, an expert in digital writing, this site fulfills a variety of roles in helping literacy educators stay abreast of effective methods to integrate a variety of new literacies tools into the writing curriculum. In addition to practical tips, Dr. Hicks also shares his thoughts and perspectives on a variety of topics pertinent to teaching and technology.

Razzle Dazzle of the Prezi Adventure ...

(continued from page 3) by Denise H. Stuart, PhD.

the bottom of the editing page which allowed me to see the sequence of my inserts like film frames; I could drag these back and forth rather than using the line links which really got me dizzy. A [Prezi blog](#) allows users to discuss and enhance the idea and possibilities of using this new application. Many examples of Prezis are available to inspire the use of the visually engaging tool.

The [Prezi](#) website ([prezi.com](#)) offers much support in creating a Prezi, particularly through videos of instruction. The three main tabs on the site organize into: your Prezis – learn – explore. “Your Prezis” is where all of the work you have created or are in the process of creating can be found. The “learn” tab offers user-friendly support to get started and build on knowledge and capacity over time through sets of demonstration videos and “cheat sheets” that can be printed. One can “get started” to learn how to insert, move, rotate, zoom and create a “path” for the Prezi presentation. Then you can “go the next level” where you learn to frame, group, bring forward and send back images and text. Lastly, you learn to share your Prezi by inviting others to view or edit the or by publishing it to those you want to have access or more publicly. I have not tried this yet but there is a way to “prezify your PowerPoint or keynote slides” where you learn to import the slides, prezify them and reuse the content. The “explore” tab on the Prezi site allows you to view completed prezis in many categories including education, business, science, industry, “for fun” and most recently for an iPad.



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Razzle Dazzle of the Prezi Adventure ...

(continued from page 5) by Denise H. Stuart, PhD.



Students and teachers can get the "enjoy" service free and the "Pro" service for \$59 per year. Prezis can be developed on desktop with the paid service. Liz Landry (2011) tells how you can download it onto a USB drive or embed it on a website as well as view online. She points to some challenges in inserting video and offers ideas for conversion software. Other bloggers about Prezi have noted the limited size for uploads.

More Ideas for Use in the Classroom

Coach Hall offered additional ideas about how they are using Prezi in their building. One way is as a review for tests where the test questions are displayed and discussed using [Kagan group discussion](#) strategies and then the answer is revealed and discussed. In this cooperative learning approach learners move in and out of discussion, in and out of the Prezi. She tells about regular use of Prezis by another teacher in her building, Coach Katie Metcalf, who "creates a daily announcement of all the upcoming school news which runs on our cafeteria TVs."

A detailed history of Prezi's development and capacity can be found at the [Purdue website of New Possibilities for Teaching and Learning](#). Included are a discussion of how Prezi relates to other applications and a section on "real world applications" with ideas for education and business. One elementary lesson plan uses Prezi to develop story sequence while another illustrates the plant life cycle with this web 2.0 tool. The themes of *To Kill a Mockingbird* are presented in a secondary lesson idea. Cell structures are detailed in another secondary lesson planned with the final product shown through Prezi. This tool readily lends itself to many projects involving timelines, sequence and steps of development but can be creatively used for descriptive patterns and presenting elements such as color wheels and art work or story elements. See how you can apply this engaging web 2.0 presentation software!

References

Landry, L (2011). Moving beyond slide shows: Prezi review. *Tech Savvy Agent*. Retrieved <http://techsavvyagent.com/text/moving-beyond-slide-shows-prezi-review/>

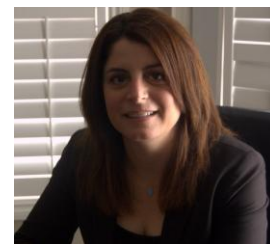
Purdue University (2011) Web2.0 Tools – New Possibilities for Teaching and Learning retrieved <https://wiki.itap.purdue.edu/display/INSITE/>

Stuart, D. (2010) Cin(E)-Poetry: Engaging the Digital Generation in 21st Century Response. *Voices in the Middle*, 17:3, 27-35.



Literature Reviews

Literacy Smarts - Brenda Stein Dzaldov and Jennifer Harper (Pembroke Publishers Limited)



Review written by Brenda Stein Dzaldov. Brenda can be reached at Brenda.steindzaldov@utoronto.ca

Welcome to the digital world of today's classroom. *Literacy Smarts* is a timely book, written for K-6 teachers who have interactive whiteboards in their classrooms and schools but haven't yet begun to understand the amazing possibilities of this digital tool. *Literacy Smarts* examines multiple ways that the interactive whiteboard can be used as a tool for individuals and groups to create, communicate and collaborate in the classroom. Much more than a screen for viewing movies or power point slides, the interactive whiteboard provides opportunities to teach the foundational skills of reading, writing, listening, speaking and viewing using a wide range of digital text including print, graphics, photos, and movies. Chapter 1 begins by challenging teachers to re-think literacy in the digital age. Chapter 2 gives a brief overview about how to get started using the interactive whiteboard as a tool in the classroom. Chapters 3, 4 and 5 delve deeply into how to organize the class for collaboration, how to connect with the local and global community, how to create using Web 2.0 tools and how use graphic organizers and incorporate other digital tools. Of particular interest in Chapter 3 is a new approach to literacy centers that allows students to have choice, multiple entry points and create screen shots and activities that can be saved and later used for assessment that guides instruction.

Chapter 6 examines assessment for, of and as learning using performance tasks, projects and digital feedback. Finally, Chapter 7 looks at the wide range of students in our classes and gives thoughtful suggestions as to how to reach all students using this digital tool including English Language Learners, high ability learners and students who experience difficulty. This book also includes a list of current literacy resources relevant for all K-6 educators.

Filled with interactive lesson ideas, detailed explanations of activities that target all areas of the literacy program and supported by relevant graphics, this teacher-friendly resource integrates the theory and practice related to the use of interactive whiteboards. The teaching ideas are useful for all educators, including Principals, literacy teachers and classroom teachers. As we re-think literacy and re-conceptualize our students as digital natives who are fluent in the digital language of computers, video games and the Internet (Prensky, 2001), it becomes apparent that using interactive digital technology in the classroom is crucial, both for teaching and learning. This book helps educators do that by showing them how to link, blog, save, click and interact with the digital technology that connects our students in the classroom, in the school and across the globe.

Upcoming Technology/Literacy Conferences

Even if you cannot afford to travel to the following conferences, there are often many resources and handouts made available to readers after the conference is held.



- **Texas Computer Education Association (TCEA).** February 6-10, 2012 in Austin, Texas. *Discover Your POWER.* Register [here](#).
- **Midwest Education Technology Connection.** February 13-15, 2012 in St. Charles, MO. Register [here](#).
- **Society for Information Technology & Teacher Education (SITE).** March 5-9, 2012 in Austin, TX. *Teaching in Exponential Times.* Register [here](#).
- **International Reading Association.** April 29-May 2, 2012 in Chicago, IL. *Celebrating Teaching.* Register at [here](#).

RESERVE YOUR SPOT NOW! – see www.reading.org

Fostering Literacy with Research-Based Instructional Practices and Web 2.0 Technologies - (IRA Pre-Conference Institute Agenda ~ Chicago, IL ~ Sunday, April 26, 2012)

Schedule of Events	
9-9:30 Introductions/Community Builder **	
9:30-10:10 Keynote Presentation: Google Lit Trips: Enhancing Critical Literacy Skills Through 3D Virtualization (Jerome Burg, Creator of Google Lit Trips)	
10:15-11:10 Breakout 1 (55 minute session)	
Strand 1: Elementary (K-5) Teachers	Strand 2: Secondary (6-12) Teachers
Internet Inquiry for Grades K-2 Karen Pelekis and Carole Phillips Grade 1 Teacher and Library Media Specialist, Scarsdale, New York	Making Books Come Alive With Book Trailers Marjie Podzielinski, Library Media Specialist, Texas, and Denise Johnson, College of William and Mary
11:10-11:25 BREAK	11:25-12:20 Breakout 2 (55 minute session)
Strand 1: Elementary (K-5) Teachers	Strand 2: Secondary (6-12) Teachers
Podcasting to Promote Literacy and Poetry Appreciation in Special Education Eric Claravell, Winner of 2011 IRA Award for Technology and Reading	Using Technology to Redefine Classroom Boundaries Beth Dobler & Melissa Reed Emporia State, Kansas
12:25-1:25 LUNCH	Repeating Roundtables 1:30-2:55
Roundtable Breakouts (Two 40 minute sessions) Choose any two (1:30-2:10 and repeated at 2:15-2:55)	
Instructional Practices	Cool Tool Tips and Techniques
<ul style="list-style-type: none"> • Primary: Bernadette Dwyer - Implementing Internet Inquiry with Struggling Readers in Elementary Grades • Upper Elementary: Jill Castek - Using Ipads to Spark Learning • Secondary: Paula Saine E-Mentoring Partnerships between Secondary Students and College Students 	<ul style="list-style-type: none"> • VoiceThread: Follow-up with Karen Pelekes, Marjie Podzielinski, and Denise Johnson • Podcasting: Follow-up with Eric Claravell • Google Lit Trips: Follow-up with Jerome Burg • Diigo: Beth Dobler & Melissa Reed • Using Wikis in the Classroom: Chris Turnbull from Minnesota
2:55-3:10 (15 Minute Break)	
3:10-4:00 Keynote Presentation 2: Copyright Clarity (Renee Hobbs)	
4:00-4:50 Regroup and Breakout In Small Groups with Similar Interests To Discuss Lessons, Ideas, Concerns, & Questions	
4:50-5:00 Wrap-Up and Evaluations	

*** PLEASE NOTE: Participants are encouraged to bring their own laptops/digital devices to access the Internet and use during the Institute for a nominal fee (approx. \$10). Roundtable breakouts are especially designed to support your exploration of the tools mentioned throughout the day while dialoguing with presenters about how those tools are being used in school classrooms.*

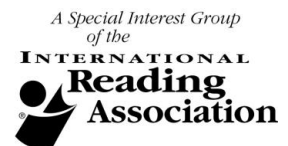



Seeking Nominations for 2012 TILE-SIG Computers in Reading Research Award Winner

We are now seeking nominations for the 2012 TILE-SIG Computers in Reading Research Award. This award is given by the TILE-SIG to honor reading researchers who have made a significant contribution to research related to classroom literacy instruction and technology integration. Award winners are announced at the annual TILE-SIG session at IRA and present their research the following year at the SIG session.

Please send your nominations to Julie Coiro at jcoiro@snet.net no later than Feb. 15, 2012. Your nomination should include the person's name, affiliation, and 1-2 sentences that summarize how this individual's research has contributed to new ideas about technology use as part of literacy instruction at the elementary, middle school, or high school level. All nominations will be considered and TILE-SIG committee members will make the final choice. A list of past award winners can be viewed from our SIG wikispace at <http://tilesig.wikispaces.com/Awards>.

A Sneak Preview of TILE-SIG Roundtable Sessions – IRA May 2012 (Learn more in our next newsletter issue)



- Using Visual Art and Technology to Promote Literacy in Grades K-2
 - Adolescent Literacy Practices on Hunger Games Fansites
 - E-Readers: The Future of Reading or a Passing Phase?
 - What Do the Pictures Mean? Developing Students' Visual Literacy
 - The Electronic Reading Assessment of PISA 2009 - Results and Implications
 - Teaching Literacy Online: Using Moodle to Teach Young Adult Novels
 - How boys use literacy and multimedia to get ahead
 - Integrating New Literacies Instruction to Support Online Reading Comprehension:
 - Nooks, Blogs, Voicethreads and More: A Study of the Cyber Café Summer Reading Club
 - Creating opportunities for social action through digital literacy centres
 - Using iPads with Preservice Teachers in a Corrective Reading Course
 - Exploring 5th and 6th Grade Students' Attitudes and Skills in Online Reading
 - Early Literacy: Technology and Children Today
 - Caveats for Using Digital Stories for Composing Autobiographies of Adolescents
 - Comics, iPads, and Reading Motivation for Incarcerated and Detained Youth
 - Wikis, QR Codes, and Book Reviews
 - Developing ePortfolios for Higher Education Program Assessment: Results of a Three-Year Study
 - Going Beyond The Book Through Digital Responses to Literacy Instruction
 - Student and Pre-service Teacher Beliefs on Technology Integration
- 



2011 TILE-SIG Presentation: *Teacher Portraits for Purposing Technology in Primary Grade Classrooms*

Jacki Gordon & Kristine Still
University of Akron, Cleveland State University

This presentation shared teacher insights supporting classroom based technology innovations appropriate for K-5 settings. The classroom teacher participants featured in this presentation were originally involved in a focus group investigating their use of technology in support of meaningful literacy instruction. During this presentation, each teacher's use of a specific technology as it supported literacy instruction was highlighted. Specific classroom examples, digital locations, and teacher reflections for each of the K, 1st and 4th grade activities are provided below.

Kindergarten

In this classroom, a "blog site" was created to allow the children to have a voice in engaging with a global community. The students authored their blog and awaited responses from the blog site followers. This classroom blog can be found at the following address: <http://keenskinderblog.blogspot.com/>. The teacher described the benefits of this blog in several ways. First, the blog acted as an aid to students in writing for a purpose and for an audience. Second, it allowed inter classroom connections with their fifth grade buddies. Third, it connected the classroom with local families as well as across the globe. Finally, it gave the children an opportunity to engage in authentic reading and writing tasks. Additionally, this teacher shared her students' perceptions of their blog site,

My students love to blog. They frequently ask me if we can check the blog for messages and when doing activities they will ask me if we can blog it (which is humorous to hear a kindergarten child ask). At the beginning of our blogging they would ask if we could blog everything. It has been a process to help them determine what blog worthy events are. It has also been a process to try and get their words in the blog and not just mine.

We are making progress with this. At first they just don't know what they want to say. Now they want their words in there with their name. (Follow up Focus Group Questionnaire Teacher Response, April 2011).

First Grade

In this classroom, a problem based learning project was facilitated at a grocery store within the local community surrounding the school. During this project, students began as they researched various fruits and vegetables. Next, the students wrote persuasive speeches about their assigned fruit or vegetable and then were given the opportunity to present their speech at this local supermarket. This allowed the children to advocate for their featured produce item in a "real world" setting. Finally, the students created resources in support of their presentation including business cards and a CD of original produce related songs. Details of this assignment, including footage of the presentations as well as the produce songs, can be found on the classroom's website at the following address:

<http://www.portagepathschool.org/Bennett/Welcome.html>

The teacher described the benefits of this community based project in the following ways. First, it was an opportunity for children to construct their own knowledge through research about their assigned produce item. Second, children had complete ownership of the product as they designed their own advertisements. Third, the children had the opportunity of integrating "fine arts" with technology and literacy as they created their "props" for a real purpose. Finally, the First Graders engaged in technical writing and persuasive speaking through the creation of their advocacy speeches.

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WIXing Away in the Classroom!

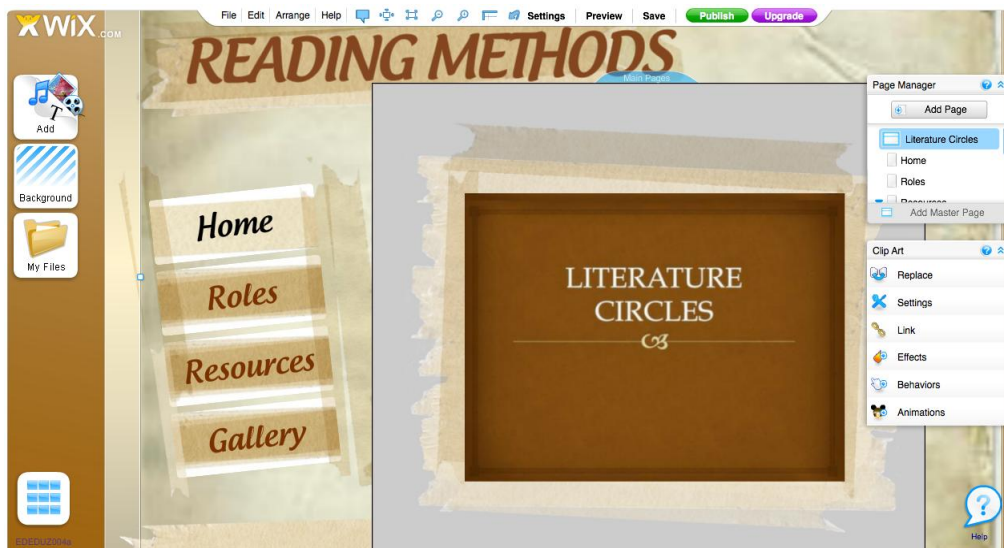
Kimberly Kimbell-Lopez & Carrice Cummins
Louisiana Tech University



How many times have you wanted to provide students with access to web sites where they gather information about a topic they are studying in class? How many times have you worried about whether or not the site was reliable? With the advent of so many web tools, it becomes easier every day for teachers to utilize a variety of resources to plan inquiry projects for classroom instruction. The challenge, however, is to give students access to the wealth of information available in cyberspace, while still utilizing appropriate sites. Sometimes it just helps to have resources and web sites already selected.

One such resource is Wix -- a simple and fast way to create a web site using Flash web content. The Wix site offers tools that teachers can use to augment traditional textbook resources for students. Ordinarily, it would take a lot of expertise to create a Flash web site but Wix simplifies the task. Logging onto <http://www.wix.com> starts the process, then the drag/drop and click/point approach literally guides the user through development of the web site. To get started, you can choose to use a predesigned template or to create your own template from scratch. There are over 300 template options available, so this option is a quicker way to get started. Once the template is selected, it is easy to edit, add, and/or delete any components that might be included on the page, such as a company name (change it to your own title), menu titles, transition effects, new pages, and pictures, clip art, music, or even video. The built in resources provided by Wix makes creating web sites to complement instruction a relatively easy task. In less than an hour, you can create a classroom web site, an inquiry-based project, a tutorial web site...the options are endless!

The following example shows a Wix site in the process of being developed. The site is designed to support the use of literature circles for an undergraduate class for Elementary Reading Methods. The options to the left allow for the addition of music/pictures/video, background changes, or upload and access files to make available on the site. On the right side of the window, there is a box for the page manager and another box for the page group where a page, menu, animations, or transitions can be added.



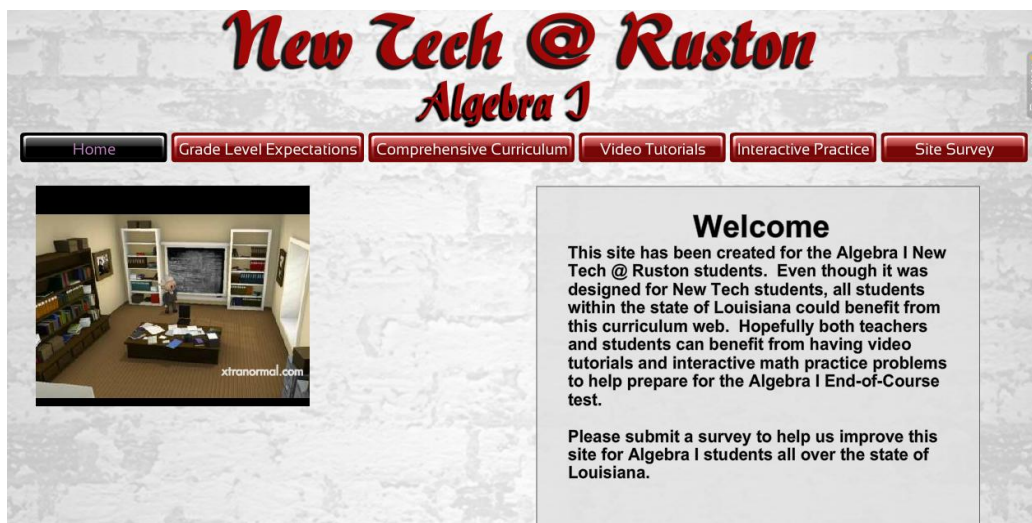
Ruston High School's New Tech in Ruston, LA is a school-within-a-school designed to empower students for success in the 21st Century by facilitating authentic learning through collaboration, innovation, and advanced technology. Daryl Savage, algebra and geometry teacher, created a Wix test-preparation tutorial site for his New Tech students. The tutorial site incorporated learning material that reflected the

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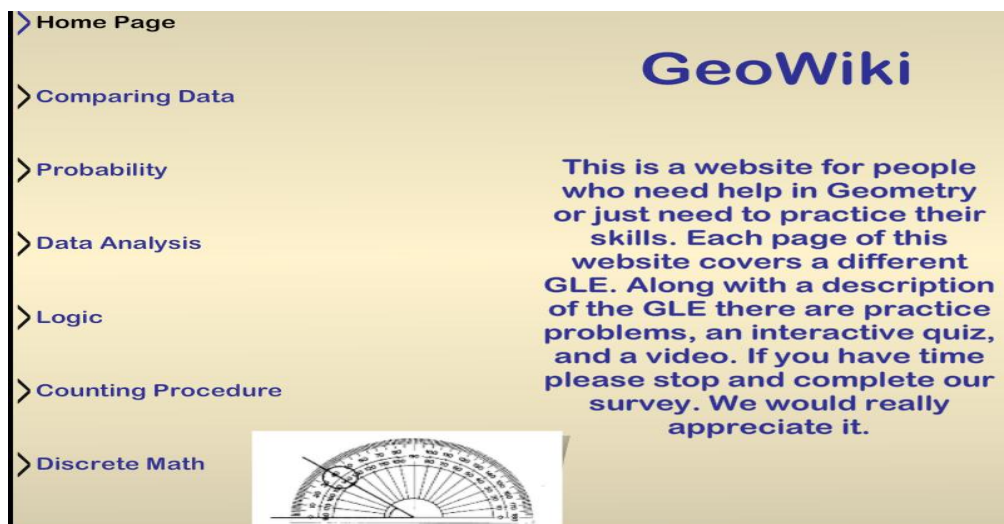
WIXing Away in the Classroom!

(continued from p. 9) By Kimberly Kimbell-Lopez & Carrice Cummins

Louisiana grade-level expectations (GLEs) as well as access to video tutorials and interactive quizzes that reinforced the content. Students could access the Wix site from home or school to help reinforce their knowledge of algebraic concepts.



Mr. Savage also had geometry students enrolled in his New Tech class use WIX to create sites that focused on their knowledge and understanding of the content. The required elements that had to be addressed included comparing data, probability, data analysis, counting procedures, and discrete math. Notice that each of these elements is shown on the menu bar in the web site created by Jonathon Craig (<http://www.wix.com/jonathanwcraig/geometryhelp>). His Wix site used each page to provide an overview of the topic along with other page components that connect to why the element was important.



Lindsey Heard, a teacher at A.E. Phillips Laboratory School in Ruston, LA, created a Wix site that served as a virtual field trip for students in her Spanish class (<http://www.wix.com/lhear5/virtual-field-trip#!geograf%EDa>). As the students explored the Wix site, they learned about geography, activities, and food related to the Spanish culture. The picture below shows the page she created where her students learned more about the geography of Spain.

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WIXing Away in the Classroom!

(continued from p. 9) By Kimberly Kimbell-Lopez & Carrice Cummins

As students were exploring the virtual field trip, they were required to collect information and images they would use to create an electronic scrapbook. Students shared the scrapbooks they created as a culminating activity for the virtual field trip.



The last example was created by Hilary Whaley as part of our graduate reading class. She developed a Wix site (http://www.wix.com/hilarymichelle001/historyofreadinginstruction#!_timeline) that focused on the history of reading instruction. She included an introduction about each major era of reading instruction along with annotated photo galleries. Hilary organized her pages around the Religious Influence, Eclectic Readers, Teaching Teachers, World War I, World War II, The Great Debate, It's Technical, and We Need Balance. The picture shown below illustrates how she developed the information about the Religious Influence on reading instruction. She has included an additional tool bar where the reader can scroll through to learn more about this era (i.e., Agricultural Era, How to Read, Hornbooks, Strict Conduct, and Phonics).

As you can see, Wix is a digital medium that can be used to enhance teaching and learning in the classroom. The teacher can create a web site that serves as a virtual field trip, a WebQuest, or other type of inquiry project. Websites can also be developed with pages that offer information about the class, such as calendar, contact information, daily schedule, resources for parents, and resources for students. Students can use the WIX site to create their own sites that serve as a response to different projects they do in your classroom. An advantage to the Wix resources is that it is easy for teachers and students to reflect their own individual style through the template they select as well as the way the site is organized. A variety of features can be incorporated, including individual pictures, galleries of pictures, video clips, and music files.

So, why is the idea of using Wix to create websites that complement instruction an option that should be considered? Blanchard and Farstrup (2011) emphasize that "today's children are the most technologically experienced generation ever to walk through the doors of our schools and into our classrooms for reading instruction" (p. 286). These students are immersed in a variety of multimodal technologies, which also reflects the idea that they are Digital Natives (Prensky, 2001). As Digital Natives, our students today have been so exposed to technology that they are able to use their existing understandings to easily utilize and make connections to new tools and resources that become available. In fact, Prensky poses the notion that today's students are no longer the people our educational system was designed to teach. He says that those of us not born in the digital age can be referred to as Digital Immigrants. As Digital Immigrants, our goal should be to



Phun with Photostory 3 (excerpt reprinted with author's permission)

Mark Geary

Dakota State University



Photostory 3 is a free software program which offers you and your students a new multimedia method of sharing in the classroom. Photostory offers students and teachers a quick and easy way to create movies with narration and music. This authors describes varied examples of how the instructor uses the presentation tool to appeal to the visual learners as well as basic instructions on how the get started.

Using Photostory 3

One of the ways I have used Photostory 3 is in my Integrating Technology in the Classroom course at Dakota State University is by inviting the St. Thomas Elementary School's fifth grade to visit the lab where we hold class, then helping them build their own Photostory book trailer. Over the course of the hour, we help the St. Thomas students scan or take digital pictures, import their pictures to Photostory 3, add narration, motion and music. They take their "Movies", a short introduction of the book, back to their school to show on morning announcements, to the their friends, and to their parents.

For example, one student, Brian, made a booktrailer of Sammy the Seal (http://www.homepages.dsu.edu/mgeary/booktrailers/SammySeal_Brian.wmv). The book trailer shows enough information to get other students interested in the book, but not so much that the ending is given away.

Phun with Photostory 3 – Quick Start Guide

1. Import and order your digital pictures. Hold shift key for multiple selections. You may want to create an all black jpg in paint for intros and credits, but this is not necessary. You can do basic cropping, remove red eye, and remove black borders (not usually recommended) here as well, but any in-depth photo editing is better left to another program, like Adobe Elements, before you import. Select NEXT.

2. On this screen, you can add text and photo effects. I do not recommend the photo effects, but text, carefully chosen and placed, may add to your booktrailer. Notice you can make the text appear in the right, left, top, bottom or middle of your picture. This is also a good place to Save Project. Remember the name of your file, and where on the hard drive you saved it to. I found it helpful to have part of the

book name, as well as the student's first name as part of the file name. Select NEXT.

3. On this screen, you can add narration and customize motion. I recommend you add narration first, as that usually will dictate how long the photo is displayed. You will need to attach a microphone to your computer for this step. Preview your narration. If you do not like it, you can delete it and start over. Click "Customize Motion" to select the motion and duration of your photos. You can add transitions here, as well, but I do not recommend it to begin with. Use the remaining steps with caution. Select NEXT.

4. Here you can add music by either selecting a file from media player library or Create Music. I strongly recommend the Create Music option. After you select "Create Music", you will be presented with several options. Select your Genre from the drop down box. They Style from the next drop down box. Then select your preferred Band, Mood, Tempo, and Intensity. This can take a lot of experimentation, but the default classical Amadeus, piano, sentimental frequently works well.

IMPORTANT: After selecting music, be sure to REDUCE the VOLUME to slightly above LOW, or 1/8th of total volume. This will keep you from drowning out narration with music. Preview your Photostory. Select NEXT.

5. Select "Save story for playback on computer". Browse to the folder you created at the beginning of this project file. A descriptive file-name is better than the default "Photostory". The best Quality Setting is usually set to "Profile for Computers 2 – 640 x 480". Save Project. Select NEXT.

6. Your movie, with narration, pictures, and music is created! Click Play Movie, and your Windows Media Player will be launched!

Photostory 3 can be a great literacy tool to enhance your students' engagement! If you would like to share your students' booktrailers on the web, please send them to me at: Mark.Geary@dsu.edu.

Original textual reference:

Geary, M. (2008, Spring). Phun with Photostory 3. *Florida Educational Leadership*, 32-35. Retrieved from: http://www.homepages.dsu.edu/mgeary/vita/Phun_w_Photostory3.pdf

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(continued from p. 11) By Kimberly Kimbell-Lopez & Carrice Cummins



examine our methods and learn how to “communicate in the language and style of our students” (p. 4). We should also learn how to address what would be considered legacy, or more traditional content (i.e., reading, writing, arithmetic, logical thinking, understanding and writing ideas of the past) as well as future content (i.e., digital and technological). Wix is one of many technology resources that does just that as it offers a multitude of ways to supplement traditional classroom instruction while offering the appeal of digital media to students.

Have fun WIXing away in your classroom!

References

- Blanchard, J.S., and Farstrup, A.E. (2011). Technologies, digital media, and reading instruction. In S.J. Samuels and A.E. Farstrup (Eds.), *What research has to say about reading instruction* (4th Ed.) (pp. 286-314). Newark: DE: International Reading Association.
- Prensky, M. (2001). Digital Natives, Digital Immigrants. *On the Horizon*, 9, pp. 1-6.

Teacher Portraits for Repurposing Technology

(continued from p. 8) By Jacki Gordon & Kristine Still

They were clearly motivated as can be gleaned from their teacher’s statement below,

If you watch the videos on the website or listen to the song, you will see and hear the excitement and engagement of the students and their desire to impact the shoppers to make good choices about fruits and vegetables. (Follow up Focus Group Questionnaire Teacher Response, April 2011).

Fourth Grade

In this classroom, students were engaged in the creation of online videos which illustrated relevant vocabulary that they were reading in literature. To create these videos, students engaged in the writing process (planning, drafting, revising, and editing) as they wrote scripts for their online videos which were ultimately performed by Avatars. Students also conferenced with their teacher through all phases of the writing process required for this project. These online videos can be found at the following address: <http://www.xtranormal.com/watch/11578398/reading-vocabulary?listid=22267671> The teacher described the benefit of this online vocabulary based activity in the following ways. First, the activity engaged students in support of technology enhanced literacy learning. Second, it supported authentic use of communication skills through conferencing with their teacher around their project. Finally, this project aided the purposeful use of the writing process. The students in this fourth grade classroom appreciated the opportunity to be “actively involved” with technology as their teacher stated,

My students love creating Xtranormal productions! They enjoy the use of technology in their learning adventures because they are actively making choices about how to generate, manipulate, and display their knowledge. . (Follow up Focus Group Questionnaire Teacher Response, April 2011).

Across all of the projects, the teachers facilitating these innovative strategies noted the following benefits in support of literacy learning. For the students, each allowed active learning and student ownership for their final products. Each project also promoted meaningful technology integration through authentic experiences in support of the literacy curriculum. Finally, motivation was evident for both students and their teachers as a result of engaging with technology in these meaningful ways.

If you are interested in learning more about these activities and/or these teachers, please feel free to contact the session presenters, Dr. Jacki Gordon (jpg3838@aol.com) or Dr. Kristine Still (K.L.Still@csuohio.edu).



TILE-SIG Membership Update and Call for Dues

Now that we have obtained a longer time slot on the conference program with over, we need to maintain our status with at least 100 registered members for the 2013 conference. If you have not already done so, please pay your membership annual dues of \$10 so that the TILE-SIG can maintain our longer time slot and continue to contribute funds that help defray the costs of:

- Co-sponsoring a lunch at the Technology Pre-Conference Institute
- Awarding our annual recipient of the Reading Research Award
- Organizing and distributing the SIG newsletter
- Providing a small honorarium to visiting non-IRA members invited to present at our SIG session
- Supporting classroom teachers and SIG members with new initiatives based on future needs and interests

For your convenience, you can find the SIG membership form on the last page of this newsletter. Please complete the form, detach it from the newsletter, and mail it with your \$10 check to:

Dr. Joan Rhodes
Membership Chair, TILE-SIG
Virginia Commonwealth University
School of Education
1015 West Main St.
Richmond, VA 23284-2020

Please note:

Only individuals who are members of IRA are eligible to be members of the TILE SIG. Each spring, membership must be renewed and IRA membership numbers and expiration dates must be verified. Be sure to include this information on your membership form. If you have questions, please email Joan Rhodes at jarhodes2@vcu.edu. And of course, feel free to make copies of the registration form and invite your colleagues to join IRA and our Special Interest Group.

About Our Organization...

The Technology in Literacy Education SIG is a special interest group of the International Reading Association (IRA). The purpose of the group is to bring together members of IRA who are interested in literacy and technology. Each year at the IRA Conference, the TILE SIG hosts an annual meeting and presentation session. The length of this session varies from 1½ hours to 3 hours, depending on the number of members we have in the SIG. Various members share information and teaching ideas in the areas of literacy and technology. Also a TILE SIG business meeting is held at IRA. All members, or those interested in joining, are welcome to attend the business meeting. Details from the 2012 SIG sessions are included in this newsletter with more forthcoming.

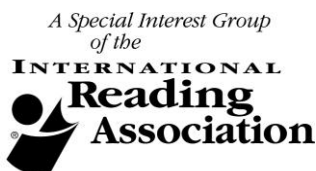
**PLEASE
PAY
YOUR
DUES!**



Thank you!!



**We now have over 175
TILE-SIG members!**



INTERNATIONAL READING ASSOCIATION

Technology in Literacy Education *Special Interest Group*

MEMBERSHIP FORM

**** You must be a member of IRA in order to join the TILE-SIG**

IRA Membership # (required): _____ **Exp. Date** (required): _____
(The 6-digit # above your name on any mailing label from IRA or you can email IRA to get this)

Name: _____

Home Address: _____

Institutional Address: _____

Preferred mailing address (check one): _____ home _____ Institution

Phone (office): _____ Phone (home): _____

E-mail: _____
(Your e-mail address will be used as the main method of communication with the SIG. Please notify us if your e-mail address changes.)

Would you be willing to serve as a liaison of the TILE SIG to your state or local reading association?
Yes _____ No _____ (If yes, you will be contacted with further information)

Would you be willing to serve as a host for one or more of the featured technology sessions at the annual convention? Yes _____ No _____ (If yes, you will be contacted with further information)

Would you be willing to serve on a committee of the TILE SIG? Yes _____ No _____

Annual membership dues are \$10.00
Make check to Technology in Literacy Education SIG

I have enclosed my check for \$10.00: ☐ US Resident ☐ Outside US

Please mail form and check to:

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jarhodes2@vcu.edu