



Saskatchewan iT Summit 2010

E-merging Learning

Radisson Hotel, Saskatoon • May 3-4, 2010

Goals

The Summit will create opportunities to:

1. Explore practices for teaching and learning with technology.
2. Promote Professional Learning Communities that foster teaching and learning with technology.
3. Celebrate and support existing partnerships and encourage new partnership opportunities.

Themes

The Summit will address the following themes:

Teaching & Learning

- Innovation in Teaching and Learning with Technology
- Distance/Online Learning
- Information Literacy
- Inquiry Learning
- Inclusive Classrooms

Technology & Support

- Centralized Technologies
- Distance/Online Learning
- Network Infrastructure and Best Practice

Cost

\$157.50 (includes GST)

Cost includes:

Keynote Presentations • Concurrent Sessions • Workshops • Displays
Breakfasts • Lunches • Reception

This event is organized by the Saskatchewan Professional Development Unit in partnership with the Saskatchewan Educational Technology Association and Ministry of Education.

For more information and to register visit the SPDU website at:

www.spdu.ca/it_summit



Monday, May 3, 2010

Bernajean Porter

Keynote Presentation

All Technology Uses are NOT Equal: Accelerating High-Yielding Practices

Determining technology uses in classrooms has caught educators in a profound belief gap between being used to support classroom practices as we have always known them or being used as a robust catalyst to accelerate new cultures of learning that will serve the highest interest of our students' capacity to step successfully into a global economy. The BIG question is not whether students are learning, practicing or using technology but to probe deeper: Are these resources organized to deliver high-yielding visible, added-value, worth-the-money and time RESULTS for all students? Many school goals for technology resources are couched in terms such as "enriching or enhancing curriculum," "creating lifelong learners," or "integrating technology throughout the curriculum." Though these sound like worthy goals, when it comes to implementing and evaluating these outcomes, we are actually left with counting the ITs (Instructional technology) activities not specific practices, skills or understandings—students gain when they use IT! Participants will practice three categories of technology uses that shape goals, staff development, and curriculum, to focus on student achievement.

Concurrent Sessions

Turning Up the H.E.A.T. – Learning, Thinking, and Communicating in a Digital Age

Participants will use graphic organizers called "Turning UP the H.E.A.T." (Higher Order Thinking - Engaged Students - Authentic Tasks and added-value Technology Uses) Going from knowing facts to

enduring understandings is not something that can be memorized – it needs to be rehearsed regularly with rigorous inquiry tasks, driving questions, authentic audiences, collaborative problem-solving tools, inventive thinking, and effective 21 Century communication skills. What if rather than trying to teach students problem solving, we actually encouraged them to take on problems that needed solving? Become wizards at the artful structuring of performance tasks engaging students in rigorous thinking along with communication technologies that purposefully build deeper understandings of core curriculum concepts. Using these high-yielding H.E.A.T. strategies elevates good ideas for learning tasks into GREAT ones. Come play a modern day "Extreme MakeOver" game developing engagingly HOT technology uses with kids as the winners!

The Art and Soul of Digital Storytelling: Making Connections Across the Curriculum

We need to tell someone else a story that describes our experience because the process of creating the story also creates the memory structure that contains the gist of the story for the rest of our lives. Roger Shank, Tell Me a Story

The more people are buried in the mind-numbing avalanche of today's information, the greater the importance of stories in making sense of the endless pieces of data. It is the act of telling our personal story of what we know and understand from an event or topic that provides a "sensemaking" process enabling our brains to organize a myriad of factoids while also increasing "sticking power." Designing and communicating information across the curriculum requires students to deepen their understanding of content while increasing visual, sound, oral language, creativity and thinking skills. It also provides a highly engaging mode of communication for nourishing the spirits and giving voice to our young people as they dance images, sound, music, transitions and special effects into illuminated understandings. Participants will explore student examples and ideas across the curriculum.

Tuesday, May 4, 2010

Will Richardson

Keynote Presentation

A Web of Connections: Why the Read/Write Web Changes Everything

The Web has brought a world of information to our fingertips and, in the process, has transformed much of the way we work and live. This shift in how we use the Web is already challenging political, business and media leaders to rethink the ways in which they operate. But what about education? Our model of schooling hasn't changed significantly in over 100 years, and it continues to be resistant to change in any meaningful ways. Yet in this new world of global connections, of powerful personal learning opportunities online, of shifting notions of information and knowledge, we must begin to re-envision the basic foundations of teaching and learning. If we don't, if we sit back and watch the world change without us, we risk our relevance and our ability to prepare our students for the world in which they will live and work.

Concurrent Sessions

From Information Literacy to Information Leadership

Assessing the relevance and reliability of information is a crucial skill for all educators to master and model. But that type of information literacy is only the beginning. With the explosion of information coming online, school leaders need to employ successful strategies for finding, managing and communicating what's significant for their own practice and for that of their constituents. This workshop will cover the tools that information leaders are using and the strategies to use them well.

Connective Writing

The ability to easily publish to the Internet has opened up all sorts of new possibilities for teachers to help students enhance their writing skills and become more effective communicators. In the age of the Read/Write Web, every reader can truly be a writer as well. Weblogs and wikis provide wide and diverse audiences from around the world for feedback and response. But they also require a more "connective writing" approach, one that can synthesize many disparate ideas from different sources, all connected together through hypertext. This is a think out of the box workshop intended to help you start exploring new ways to make your own writing and your classroom writing more meaningful and more effective.