

February 2010 WCTE Board highlights

Board examines by-laws, professional issues, fall convention, publications and more

Mindful of its mission and focused on keeping the organization relevant and functional in our digital society, the Board and its committees met to work for a weekend at Stevens Point in February.

First on the agenda was an examination of WCTE's Articles of Incorporation (1963) and By-Laws to update language and modify it to match the reality of how the organization is run today. Changes will be voted on at the July board meeting.

Barbara Dixon reported that the Wisconsin Council on English Education (WCEE) is now formally an affiliate of CEE. They have a listserv and anyone wanting to join should contact **Jen Scott Curwood**. Their next meeting will be July 15 in Milwaukee.

stirred discussion about whether the WCTE website should become a Ning. Nothing was decided at this time.



Jen Scott Curwood and **Jessica Gallo**, assistant editors of the Wisconsin English Journal, impressed the board with the new [website](#), which provides for online submission and review of articles. [See article on p. 3.]

The board decided not to hold a state-wide convention in October 2011 because the NCTE convention will be in Chicago the following month. They are looking at other times and places for the annual membership meeting and presentation of awards.

The Michigan Council of Teachers of English is interested in working with us to provide workshops for teachers in tribal schools. **Scott Oates** is our representative for this regional collaboration.

The board voted to co-sponsor the Conference for Anti-Bias Anti-Racist Teaching, March 6, at the Indian Community School in Franklin, Wis. [See article on p. 2.]

Professional Involvement Opportunity

What: Achievement Awards coordinator

Time commitment: during March-April

Job Description: Select judges to read Wisconsin entries. Manage the e-mails and paperwork.

To apply: contact [Donna Pasternak](#)

The Professional Issues Committee reported on the common core standards and their relationship to acquiring Race to the Top funding in Wisconsin. [See related articles on p. 2 and 5.]

The Technology Committee's report

Update your calendar:

Check these deadlines, plan for events

- **Feb. 19** | Early registration deadline for Conference for Anti-Bias Anti-Racist Teaching
- **March 6** | Conference for Anti-Bias Anti-Racist Teaching
- **May 1** | Deadline for proposals for WCTE Fall conference
| Deadline for nominations for Outstanding Student Teacher Award
| Deadline for nominations for Nancy Hoefs Memorial Award
- **May 15** | Deadline for nominations for the Lee Burress Intellectual Freedom Award
- **July 15** | Deadline for Pooley Foundation Award applications
- **Sept. 1** | Registration for WCTE Conference
- **Sept. 30** | Deadline for registering at conference hotel
- **Oct. 21** | Pre-convention workshop
- **Oct. 22** | WCTE Conference

DPI ENGLISH

WI Standards on the way out

Surprised? Read Emilie Amundson's update on how the Common Core Standards will soon replace Wisconsin's State Standards. It's all about Race to the Top funding.

>>Page 2

SOCIAL JUSTICE

Anti-Bias Conference

WCTE co-sponsors this conference in Milwaukee on Saturday, March 6.

>>Page 2

PLANNING AHEAD

Convention Preview

Details about the October convention are now available. Plan to be there!

>>Pages 3-4-5

PUBLICATIONS

Wisconsin English Journal

Look for the redesigned, online WEJ and find out how you can access this publication.

>>Page 3

GETTING INVOLVED

NCTE Assembly for Research, Intellectual Freedom com.

Read about this Assembly's annual conference scheduled for Madison in 2011. Proposals welcomed at this time.

If you want to be actively involved in opposing censorship, WCTE's Intellectual Freedom Committee needs you.

>>Page 6

CONFERENCE

GLS Educator Symposium

Looking for a way to reach kids who love gaming? This conference is for you.

>>Page 7

FOR CLASS

Technology you can use

NCTE resources and Educational Origami are loaded with teaching ideas that use technology to help students learn.

>>Pages 8-9

State of the State: Wisconsin Is Racing To The Top

On Jan. 19, Gov. Jim Doyle submitted an application for a federal competitive grant called Race to the Top, a \$4 billion fund created under the American Recovery and Reinvestment Act. Race to the Top provides incentives to states to implement large-scale, system-changing education reforms that result in improved student achievement, narrowed achievement gaps, and increased graduation and college enrollment rates (USDE, 2009). In its application, Wisconsin applied for \$254 million, a sum that would be divided between DPI and those districts who have signed a memorandum of understanding committing to this process of reform.



One of the five priority areas of the Race to the Top (RTTT) application is Standards and Assessments. The RTTT application asked states to chart a course for “adopting common standards and assessments in English language arts and mathematics” and in Wisconsin’s application, the state addresses this priority area by outlining a plan for “adopting the Common Core Standards and developing related curriculum and units of instruction.” The Wisconsin application also outlines a plan to develop and implement a common benchmarking assessment system for measuring the standards. To read Wisconsin’s RTTT application and related documents, visit <http://www.dpi.wi.gov/sprntdnt/racetothetop.html>

The Common Core standards, while not yet released publicly, have been developed through the partnership of National Governors Association and the Council of State Chief School Officers, and written by ACT, Achieve and the College Board. Timelines indicate that the latest draft of the K-12 Common Core standards will be posted for a period of public review and comment in the upcoming weeks. This will be the last opportunity to make changes to the draft before it is released in final form, so this opportunity to review and comment is significant for those who will be implementing this set of standards. For more information on the Common Core, and to view and comment on the draft, visit www.corestandards.org. Check back often, as the standards have not yet been posted.

While the state is not guaranteed to receive an award in the first round of the RTTT grant program (approximately five winning states will be announced in April), Wisconsin is committed to reapplying for Round Two in the event we do not receive an award. This second application is due this summer. Regardless of our status relative to RTTT, the state superintendent has stated his commitment to adopting and implementing the Common Core standards.



For questions on the RTTT process, or the Common Core standards, please contact me at Emilie.amundson@dpi.wi.gov.

If you are interested in discussing the implications for Wisconsin adopting the Common Core standards for English language arts, or would like to get involved with others who are interested in this significant policy decision, please consider joining the WCTE Professional Issues Committee or email the chair, Tom Pamperin at pampert@chip-falls.k12.wi.us with your comments, questions and feedback.

SOCIAL JUSTICE

Conference on Anti-Bias, Anti-Racist Teaching to be held in Milwaukee, March 6

The WCTE is co-sponsoring the Conference on Anti-Bias, Anti-Racist Teaching on March 6 at the Indian Community School in Franklin, Wis.

The Educators Network for Social Justice — esn.org is the parent organization which put together this conference.

Hosted at the beautiful Indian Community School, this year’s conference keynote speaker is Sonia Nieto, Professor Emerita of Language, Literacy and Culture at the

University of Massachusetts - Amherst and recipient of numerous teaching and social justice awards.

The deadline for early [conference registration](#) is Feb. 19, 2010. Download the 2010 conference registration form, print and mail with registration fee to the address on the form. (Registration on the day of the conference is limited and not guaranteed — register today to make sure you have a spot.)



Sonia Nieto

PLANNING AHEAD >>from Lynn Aprill, WCTE first vice-president

Finding a Balance: Traditional Content vs. Contemporary Technology

That's one of our challenges, isn't it? Finding a balance so that we can still teach traditional content while using contemporary technology. WCTE's 2010 Conference will focus on just that. If you have a proposal for a session related to these topics, please use the program proposal form on page 5 or go to www.WCTEonline.org to download a form to use and submit electronically to Lynn Aprill.

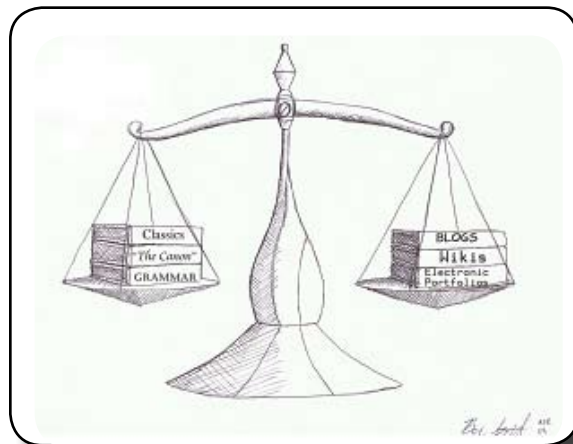
>>Thursday, Oct. 21

So, what's on the docket for next October? Some great speakers, for one thing. We're having a special pre-conference workshop with Kyrene Beers and Bob Probst on 21st Century Literacies [See page 5.] The Thursday Workshop fees include all breaks and a buffet lunch. This workshop will be held at the Metropolis Hotel in Eau Claire.

>>Friday, Oct. 22

Friday's keynote speaker will be Hilve Firek from Roosevelt University in Chicago. She is the author of "Ten Easy Ways to Use Technology in the English Classroom." Firek is a former high school English and journalism teacher whose articles have appeared in such periodicals as Phi Delta Kappan. She is also the author of supplemental curriculum materials for language arts teachers throughout the grades. She regularly presents workshops and inservice training sessions on the integration of technology into English instruction.

Friday conference fees include breakfast and lunch choice (see registration form). Friday's conference will be held at the Ramada Conference Center in Eau Claire.



>>More Information

See the registration form at www.WCTEonline.org for further information, registration fees and room rates. Discounted WCTE conference + pre-convention workshop registration fees available. Program proposal form also available online — sectional proposals encouraged!

WCTE has reserved a block of rooms in each of the two hotels used for the workshop and conference at conference rates from Wednesday, Oct. 20 through Friday, Oct. 22. In order to get the conference rate for the hotel rooms, you need to make a reservation by Sept. 30, 2010.

Registration questions? Contact WCTE Executive Treasurer, Tom Scott at tscott2@uwm.edu.

PUBLICATIONS

Wisconsin English Journal has new board, website, open access online

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After some lengthy delays, a double issue of the Wisconsin English Journal from Fall 2009 will be published with full access in digital format. You'll want to go to the new [website](#), bookmark it, and register yourself for access.

In the future, WEJ will offer open access online, including article submissions and review of work. Authors and reviewers will register for secured access before an issue is published. Old issues from past decade will be posted digitally. Future issues will be posted online for members only. Members register online.

Published since 1959 by WCTE, the Wisconsin English Journal provides readers with thoughtful and timely articles on a variety of topics related to the improvement of instruction in all the English language arts, primarily at the secondary and post-secondary levels.

The editors welcome the submission of articles of interest to literacy educators in Wisconsin. The Wisconsin English Journal prints a variety of texts, including reports of language and literacy research, critical reflections on teaching, descriptions of effective teaching methods and instructional tools, profiles of English programs and outstanding English teachers, book reviews, policy statements, conference proceedings, and columns related to young adult literature, student diversity, and current literacy scholarship.

To submit articles to the WEJ, log on to the [website](#) and follow prompts.

We are interested in submissions for a column called **Tech Tools for Teachers**. The deadline for the Fall issue is **Aug. 1**.

If you would like to submit a book review, the theme this year is **New Literacies**.

PLANNING AHEAD

Pre-convention: 21st Century Literacies Workshop on Thursday, Oct. 21

Join us for an exciting pre-convention workshop featuring past NCTE president Kylene Beers and her colleague, teacher and author Robert E. Probst. Workshop fees include all breaks, lunch and handouts. Those making reservations at the Metropolis Hotel will also have continental breakfast and four waterpark passes included. See the registration form for further information, registration fees and room rates. Discounted workshop + WCTE conference registration fees available.

Morning Session - Book by Book: Creating Observant Readers

In this morning session, we will share a new set of strategies we call Notice and Note Mini-lessons that we're using with struggling readers to help them read a literary text more critically. These mini-lessons help students understand what they might watch for in a text (what they should notice) and teach them how they might think about those observations (what they might note). In doing so, readers make connections and predictions in a text so that they notice the changes in characters and conflict and more quickly identify themes. It's a hands-on session — so come prepared to jump into a text we'll provide and do some noticing and noting!

Afternoon Session - Understanding the Literacy Demands of the 21st Century

Join us in the afternoon as we consider what it means to be literate in the 21st century. We'll look at the shifts in literacy and demonstrate some of the tech tools that help connect students to learning. In particular, we'll pay attention to the tools that improve comprehension and engagement. Bring your laptop (battery charged!) and as we demonstrate technology, you can practice it immediately.

Presenters

Kylene Beers, a former middle school teacher, is Senior Reading Advisor to Secondary Schools with the Teachers College Reading and Writing Project, Columbia University. She is the author of "When Kids Can't Read — What Teachers Can Do" (Heinemann, 2002) and coeditor — with Robert Probst and Linda Rief — of "Adolescent Literacy" (Heinemann, 2007). A respected authority on struggling readers who works with elementary, middle school, and high school teachers across the nation, Kylene is Past President of the National Council of Teachers of English.



Robert E. Probst was first an English teacher in junior and senior high schools in Maryland and then English Supervisor for the Norfolk, Virginia schools before he moved on to Georgia State University as Professor of English Education. He spent much of his time during those years wondering why kids didn't enjoy reading literature quite as much as he did, and trying to figure out how to change that unhappy situation. He then developed strategies to bring kids and books together more happily.



That work led him ultimately to write "Response and Analysis: Teaching Literature in the Secondary Schools" and to serve as Senior Author of "Elements of Literature" (Holt, Rinehart and Winston), a literature, composition, and language program for grades 6-12.

BRIEFLY

Reading Research Symposium

The 29th Annual University of Wisconsin Reading Research Symposium, with NCTE and former WCTE member and notable author Michael W. Smith as one of the keynoters, will be held in Whitewater, June 24-26.

The theme is "New Directions for a New Decade: Challenges and Opportunities for Reading Research." Program and registration information are online at <http://camps.uww.edu>. Click on Workshops/Trainings.

Additional speakers include Rebecca Silverman, Jeff Share, Juliet Halladay and Cynthia Hynd-Shanahan.

WCTE Award nomination deadlines

Nominations for Outstanding Student Teacher and Outstanding First-Year Teacher will be due May 1; the deadline for nominations for the Lee Burrell Intellectual Freedom Award is May 15. The Pooley Award applications are due July 15.

Nominations for NCTE High School Teacher of Excellence Award should be made to your district director by April 1. District directors each serve different CESAs. For a list, see <http://orgs.uww.edu/WCTE/officers.htm>.

For details on these awards, including nomination or application procedures, go to www.wctonline.org and click on Awards.

GETTING INVOLVED

2010 Wisconsin Council of Teachers of English Annual Conference Program Proposal and Volunteer Transmittal

E-mail or Fax form by May 1 to Lynn Aprill, 2010 WCTE Program Chair, aprillyn@bonduel.k12.wi.us or (715) 758-4859

Service to the Profession:

Are you willing to work at the conference or become active on a WCTE Committee whether or not you present at the conference (check all that apply)?

Sectional Introducer Registration Desk Membership Desk Convention Planning
 Centennial Planning Multicultural District Representative Awards & Honors
 Strategic Planning Publications Advocacy English Education

Program Proposal:

Name	
School/Institutional Affiliation	
Contact Information Address, City, State, Zip	Check one: () home () work
Contact Information Phone	Check one: () home () work () cell
Contact Information E-mail	Check one: () personal () work
Session Title (This should reveal the content of your session.)	
Abstract (A brief description of our session that will appear in the conference program. Approximately 50 words.)	
Session Length	Check one: () 50 minutes () 75 minutes
Target Audience (Check all that apply.)	() Elementary () Middle () Secondary () College () Pre-Service Teachers () First-Year Teachers () General
AV Equipment (Specify if audiovisual equipment is needed. Computers and projectors supplied by presenters.)	
Teacher Standards (Indicate which Wisconsin State Teacher Standards are addressed in our session. See http://www.dpi.state.wi.us/dpi/dlsis/tel/stand10.html for a description of the 10 Wisconsin State Teacher Standards.)	
Description: Please attach a page to describe the format of the sessions, including topics to be covered and methods/activities to be used.	

GETTING INVOLVED >> from Catherine Compton-Lilly, Assembly co-chair

NCTE Assembly for Research Conference to be in Madison next February

NCTEAR is the research assembly for NCTE. In 2011, we will be hosting the national research assembly in Madison.

The 2011 conference theme will focus on crossing borders with an emphasis on emerging conceptualizations of how time and space affect and inform literacy education and research. Attention to time and space has emerged out of recent investigations that have recognized the ways time and space operate as contextual factors that affect the lives of students, educators, family members and researchers.

These insights have contributed to questions related to history, identity, longitudinal methodologies, in-school and out-of-school literacies, and local/global literacies, as well as a range of

other issues. The conference theme aims to address current practical, theoretical, methodological issues related to time and space in literacy research. This national conference will feature the work of keynote speakers who will speak to the affordances and challenges of various conceptions of time and space.

Special rates for teachers and teams of teachers will be made available as well as sessions that address the implications of this work for classrooms and schools.

During summer 2010, we will welcome proposals that describe literacy researchers' conceptualizations of time and space as well as insights and challenges gained through specific studies, explorations of emerging theories, and consid-

What: NCTE Assembly for Research Conference

When: Feb. 18-20, 2011

Where: UW-Madison, co-sponsor

Co-Chairs: Catherine Compton-Lilly, Mariana Pacheco, Erica Halverson

Theme: Time and Space in Literacy Research: Revisiting Context

erations of practical and ethical research dilemmas. The deadline for submission of proposals will be Sept. 30, 2010. Mark your calendars and watch for more information.

Questions right now? contact [Catherine Compton-Lilly](#), 456B Teacher Education Building, 225 N. Mills Street, Madison, WI 53706.

GETTING INVOLVED >> from John Zbikowski, Interim chair

Intellectual Freedom Committee Seeks New Members, Chair

Members with a special interest in promoting open communication and opposing censorship are encouraged to join the WCTE Intellectual Freedom Committee.

The committee, which fields requests for support from teachers throughout the state who are dealing with challenges to methods or materials, develops position statements and policies on Intellectual Freedom for WCTE, and each year selects the recipient of the Lee Burrell Intellectual Freedom Award, has been serving for the past few years with an interim chairperson and a limited membership.

The board just appointed [John Pruitt](#) as chair. He is associate professor of English at the University of Wisconsin, Rock County.

The WCTE board also seeks to revive the committee with an infusion of new members.

Like other WCTE committees, the Intellectual Freedom Committee conducts most of its business electronically. The committee chairperson reports regularly to the board and attends the fall, spring, and summer board meetings. The fall meeting is usually held in conjunction with the annual State Convention.

One of the committee's first tasks this spring will be to solicit nominations for the Burrell Award to be presented at the October convention in Eau Claire.

Committee service is an excellent way to increase one's involvement with WCTE, to build

a network with colleagues, and to gain leadership experience. Members interested in serving should contact [John Zbikowski](#), Interim Chair, by e-mail or at 262-472-4860.

Offering support for freedom of thought and expression has long been one of the key activities of WCTE as it works to enhance the professional status of English teachers.

In addition to providing conference sessions and publications for teachers on intellectual freedom, WCTE has provided direct assistance and served as a liaison to other state organizations and to the National Council of Teachers of English in more difficult cases.

Through the Intellectual Freedom Committee, WCTE also recognizes efforts, on a large or small scale, of educators and others in Wisconsin whose work has truly enhanced free speech.

Past recipients of the Burrell Award include Jack Miller, the former UW-Whitewater Chancellor who defended the rights of a controversial speaker; the faculty advisor, school principal, and staff of the Stoughton High School student newspaper; Nicholas Karolides, UW-River Falls professor and author of numerous publications on censorship; and James Penn, communication arts teacher at Hamilton High School in Sussex.



John
Zbikowski



TECHNOLOGY

GLS Conference Educator Symposium: games, media, mobile learning

Are you an educator, library media specialist, administrator, or technology coordinator? Are you interested in learning more about how media and technology can be integrated into schools and universities? If so, then join us for the second annual GLS Educator Symposium on Saturday, June 12, at the Memorial Union in Madison, Wis.

The GLS Educator Symposium features panel presentations and roundtables from noted scholars in videogames and digital media as well as hands-on workshops in game design, mobile media learning, digital storytelling, and educational videogames. Participants must register online by May 30. Registration is \$10 and will be available shortly.

In the meantime, you're also welcome to join us on the GLS Educators Network at <http://glseducators-network.ning.com>. Questions? Contact Jen Scott Curwood at jenscottcurwood@gmail.com.

Morning Program

Panel Discussion

"Technology Implementation in Schools" with Rich Halverson, Associate Professor at the University of Wisconsin and author of "Rethinking Education in the Age of Technology: The Digital Revolution and Schooling in America"; Danielle Herro, Technology Coordinator for the Oconomowoc School District; and Brian Meyer, Librarian at the Wilmette Public Library and Instructor at the Northwestern University Center for Talent Development.

Together our three panelists will share their perceptions of the state of new media and schools and talk through some of the challenges and opportunities games and digital technologies present for the classroom.

Roundtables

Join noted games and media scholars to critically discuss their current work. Roundtables will give participants the opportunity to engage directly with scholars

and gain insight into current research and design in the field. Prior to the GLS Educator Symposium, we will announce the names of roundtable speakers and post their papers online.

Afternoon Program

Workshops:

Participants will choose one workshop to attend, and each workshop will have a maximum capacity of 20 attendees.

- **Rapid Game Prototyping** with University of Wisconsin graduate students Kevin Harris, Matt Gaydos, and Ryan Martinez.
- **Invading Species, Giant Robots, 3rd grade Algebra, and Other Classroom-Ready Curiosities** with Marjee Chmiel, Director of Digital Media for the National Geographic Society's JASON Project.
- **Digital Storytelling** with Chris Blakesley, University of Wisconsin graduate student and Academic Technology staff, and John Martin, Learning Consultant with the University of Wisconsin Academic Technology.
- **Up and Running: Making Mobile Games with ARIS** with Chris Holden, Assistant Professor with University Honors Program at the University of New Mexico, Julie Sykes, Assistant Professor of Spanish and Portuguese at the University of New Mexico, and David J. Gagnon, Instructional Designer for the University of Wisconsin Academic Technology's ENGAGE Program.
- **Learning with the Lich King: The Potential of World of Warcraft in the Classroom** with Lucas Gillispie, Instructional Technology Coordinator at North Carolina's Pender County Schools, and Peggy Sheehy, Instructional Technology Facilitator and Media Specialist at New York's Suffern Middle School.

About GLS

The Games, Learning, and Society group is a collection of academic researchers, interactive media (or game) developers, and government and industry leaders who investigate how this medium operates, how it can be used to transform how we learn, and what this means for society. As such we seek to understand what cognitive work goes into playing *Zelda*, *World of Warcraft*, or *Civilization*, how these design features might be leveraged to improve learning via the design of learning systems, and how organizations such as schools will need to respond.

Based in the Educational Communications and Technology Program in Curriculum & Instruction, we have a particular interest in how games can address three primary educational needs, specifically helping students to:

- Develop complex, academic language in and out of schools, something our current educational system fails to do for many students.
- Think innovatively and creatively in science and technology.
- Become "tech-savvy" consumers and producers of knowledge with technology.

GLS Conference: 3-day event precedes Educator Symposium

This year's conference, June 9-11, will explore the impact of games and game culture on learning and society.

Main Themes

- Formal & informal science literacy
- Media production & identity
- Game design & learning



Highlights

- Topics: formal and informal literacy, media production and identity, game design and learning
- Keynotes by leaders from

academia and industry

- Hands-on workshops
- Guided Chat 'n' Frag sessions in the conference arcade

Confirmed speakers include:

Henry Jenkins, James Paul Gee, Drew Davidson, Alan Collins, David Wiley, Kurt Squire, Reed Stevens, and Rich Lemarchand.

FOR CLASS >> from Linda Barrington, Update editor

Web 2.0 in the English classroom: teaching with technology

Blogs, wikis, podcasts, social networking sites: all these and more can and should be a part of your English classroom.

Whoa! Don't panic. You don't have to do this all on your own. This section of the WCTE Update provides you with websites, articles, lesson plans – all the resources you need to start developing thoughtful, enriching lessons and activities that use web technology and will engage and challenge your students.

Whether you're a digital immigrant or a digital native, these resources speak your

language. Many of these come complete with rubrics, lesson plans, assessment components.

Before we get started, let's watch this video (just over five minutes) called "Learning to Change | Changing to Learn." It is from the Consortium for School Networking (CoSN), a national nonprofit professional association for school district technology leaders. The [website](#) says their mission is to empower K-12 school district technology leaders to use technology strategically to improve teaching and learning.



The opening speaker on the video is Keith Krueger, CEO of CoSN (pictured above). The video credits list all the speakers in their order of appearance.

>> NCTE resources: journal articles, ReadWriteThink.org

Joining NCTE is a must. Really.

It gives you weekly access to news and resources through the NCTE Inbox delivered right to your own e-mail inbox.

It gives you online access to the last couple years of all the journals and reports that NCTE has published.

It gives you access to the latest research and the latest policies affecting English education.

>> The resources at the right all came in one NCTE Inbox on Feb. 10. The links to journal articles (the middle three items) will take you to the articles for only two weeks. After Feb. 23, you must log on as an NCTE member to access these articles.

If you are reading this after Feb. 23 and would like these three articles, contact me ([Linda Barrington](#)) and I will e-mail them to you.

- The ReadWriteThink.org lesson plan [A Collaboration of Sites and Sounds: Using Wikis to Catalog Protest Songs](#) makes a connection to popular culture by asking students to work in pairs to research and analyze contemporary and historic protest songs. After learning about wikis, each pair posts their analysis of protest songs to a class wiki, adding graphics, photos, and hyperlinks as desired.

The lesson is from Chris Kawakita of Illinois Wesleyan University, Normal, Ill.

- A similar idea is shared in the Classroom Notes Plus article "[Exploring Copyright through Collaborative Wiki Writing](#)" by Troy Hicks, assistant professor of English at Central Michigan University Mount Pleasant, Mich. This publication is available by subscription only. The link to this article can be accessed through Feb. 23.

- The English Journal article "[The Facebook Generation: Homework as Social Networking](#)" (November 2008) shares how a high school English teacher uses students' zeal for online discussion to create engaging electronic homework assignments. The article includes a sample blog post rubric.

The author Stacy Kitsis teaches English language arts at Arlington High School in Arlington, Mass. The link to this article can be accessed through Feb. 23.

- "[The First Letter in Individual: An Alternative to Collective Online Discussion](#)" from Teaching English in the Two-Year College (May 2006) discusses the online IPJ (interactive portfolio journal). This may also be applicable to secondary classes.

This type of journal is open to the individual student and the teacher but not to the whole class. It allows online discussion to draw from both public and private voices, and productively uses the traditional focus on collective critical exchange in tandem with private reflection.

Juan F. Flores is associate professor of English at Del Mar Community College in Corpus Christi, Texas. The link to this article can be accessed through Feb. 23.

- The new [ReadWriteThink.org Strategy Guides](#) (G) define and provide examples of effective literacy teaching and learning strategies and offer a wealth of related resources to help sharpen your instruction.

The Teaching with Blogs (M-S) Strategy Guide describes the processes involved in composing blogs in the classroom, the process of writing regular posts, or entries, that are published online.

The Teaching with Podcasts (M-S) Strategy Guide describes the processes involved in composing and producing audio files that are published online as podcasts.

Rather than fighting Internet blogs as a distraction from homework, this high school English teacher uses students' zeal for online discussion by creating engaging electronic homework assignments.



Educational Origami resources: edorigami.wikispaces.org

Educational Origami is a blog, and a wiki, about the integration of ICT (Information and Communication Technologies) into the classroom. It's about 21st Century Learning and 21st Century Teaching. Marc Prensky coined the now popular and famous phrase “[digital natives and digital immigrants](#)” in his two papers by the same name.

Ian Jukes talks about [Digital Children](#). The world is not as simple as saying teachers are digital immigrants and students digital natives. In fact, people fit into both camps. We know that experience, like using a computer, will change the structure of our brain,

This is a concept called Neuroplasticity. We also know that, the more intense the

experience, the more profound the change. Our students, who often have a greater exposure to technology, are likely to be more neurologically adapted, but adults can as easily be “Digital Natives.”

This website was constructed and is maintained by Andrew Churches, a teacher in New Zealand. Go to the [website](#) and explore the many resources Churches has created.

Go to [Starters](#) for handouts, exemplars and rubrics for classroom use. Churches also created Bloom’s Digital Taxonomy (below).

“The wiki is produced under a creative commons share and share alike license and as such is available to be used like this. Please feel free to use the materials you need.”
~ Andrew Churches

Wiki Lesson 4 U

The ReadWriteThink.org lesson plan [A Collaboration of Sites and Sounds: Using Wikis to Catalog Protest Songs](#) makes a connection to popular culture by asking students to work in pairs to research and analyze contemporary and historic protest songs. After learning about wikis, each pair posts their analysis of protest songs to a class wiki, adding graphics, photos, and hyperlinks as desired.

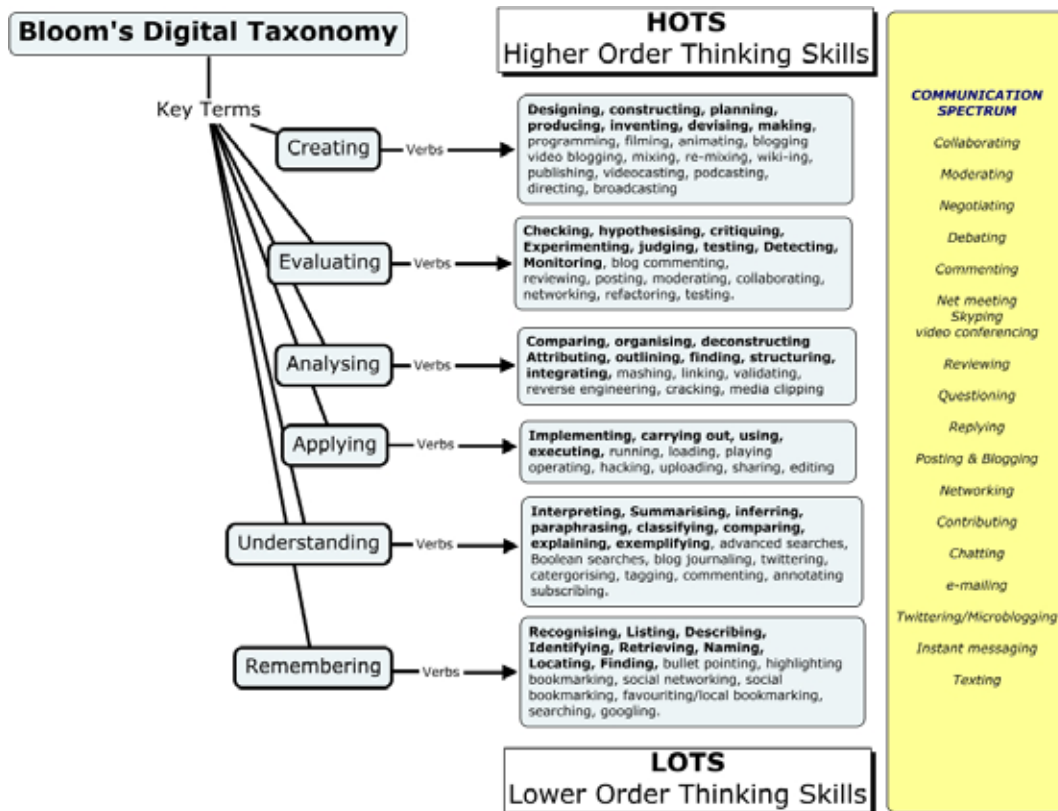
The lesson is from Chris Kawakita of Illinois Wesleyan University, Normal, Ill.

Bloom’s Digital Taxonomy

This is an update to Bloom’s Revised Taxonomy which attempts to account for the new behaviors and actions emerging as technology advances and becomes more ubiquitous. Bloom’s Revised Taxonomy accounts for many of the traditional classroom practices, behaviors and actions but does not account for the new processes and actions associated with Web 2.0 technologies and increasing ubiquitous personal and cloud computing.

Bloom’s Digital Taxonomy isn’t about the tools or technologies; rather it is about using these to facilitate learning. Outcomes on rubrics are measured by competence of use and, most importantly, the quality of the process or product. For example, bookmarking a resource is of no value if the resource is inappropriate or worthless.

This 75-page [document](#) details the taxonomy with exemplars and rubrics.



WCTE Update
February 2010

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