Final Program and Exhibit Guide

Download our conference app and eGuide today!
See page 3 for details.
### Posters

**Location:** Level 2, Tower View Lobby

The following posters focus on Social Studies, Global Problems Curriculum, Problem Solving and Critical Thinking, Language Learning, and Technology Integration.

#### Chart Your Course toward an Interactive Social Studies Classroom
**Cathy Ritter, Fort Worth ISD, (TX)**
**Table 7**
**TEACHERS: 6-12; NETS*S, NETS*T, NETS*C; CCSS-LIT, CCSS-ELA**

#### Digitize the Writer's Notebook
**Gwynn Moore, Paris Elementary, (CO), Shannon Wentworth**
**Table 8**
**May reference commercial product(s).**
**TEACHERS: PK-5; NETS*S, NETS*T, NETS*A, NETS*C; CCSS-LIT, CCSS-ELA**

#### Intergenerational iPad Video Interviews Make History Come Alive!
**Agnes Zander, Take Along Technology LLC, (NJ)**
**Table 9**
**SIGDS, SIGTAP**
**TEACHERS: PK-12; NETS*S, NETS*T, NETS*A, NETS*C; CCSS-LIT, CCSS-ELA**

#### Museum and Teacher Collaboration Creates Great Digital Content
**Shana Crosson, Minnesota Historical Society, (MN), Craig Roble**
**Table 10**
**TEACHERS: PK-12; NETS*S, NETS*T, NETS*A, NETS*C; CCSS-LIT, CCSS-ELA**

#### Learning Geography with MySQL and .NET
**David Garcia, Instituto Chapultepec, (Mexico), Luis Jorge Castaneda, Marco Antonio Dominguez, Gerardo Ley**
**Table 11**
**TEACHERS: PK-12; NETS*S, NETS*T, NETS*A, NETS*C; CCSS-LIT, CCSS-ELA, CCSS-MATH**

#### Go Global: Teach and Assess Core Geographic Literacy
**Kristen Lahoda, Reach the World, (NV)**
**Table 12**
**TEACHERS: PK-5; NETS*S, NETS*T, NETS*A, NETS*C; CCSS-LIT, CCSS-ELA**

#### GlimpsesIntoHistory.com: An Interactive HTML5 Exploration of WWII Veterans’ Experiences
**Brandon Wright, Center for Multicultural Cooperation, (CA)**
**Table 13**
**CURRICULUM/DIST. SPECIALISTS: PK-12; NETS*S, NETS*T, NETS*A, NETS*C; CCSS-LIT, CCSS-ELA**

#### Natural Disasters and Us
**Lisa Parisi, Henricks UFSD, (NY)**
**Table 14**
**TEACHERS: PK-12; NETS*S, NETS*T, NETS*A, NETS*C; CCSS-LIT, CCSS-ELA**

#### Stand Up 4 Justice: Cross-Curricular Human Rights Project
**Elizabeth Joyce, Rockingham County Schools, (NC), Merea Bridges, Cheryl Yeatts**
**Table 15**
**May reference commercial product(s).**
**TEACHERS: 9-12; NETS*S, NETS*T, NETS*A, NETS*C; CCSS-LIT, CCSS-ELA**

#### National Youth Summit: Connecting Kids to History and Each Other
**Naomi Coquilock, National Museum of American History, (DC)**
**Table 16**
**TEACHERS: 9-12; NETS*S, NETS*T; CCSS-LIT, CCSS-ELA**

#### QR Code Journey through San Antonio
**Sue Bedard, Full Sail University, (FL), Thomas Lucas**
**Table 17**
**SIGDS**
**TEACHERS: PK-12; NETS*S, NETS*T, NETS*A, NETS*C; CCSS-LIT**

#### Education for Environmental Stewardship in Technology-Enabled Classrooms
**Michael Furdyk, TakingTGlobal, (Canada), Deanna Del Vecchio**
**Table 18**
**TEACHERS: 6-12; NETS*S, NETS*T, NETS*A, NETS*C; CCSS-LIT, CCSS-ELA**

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### Using Primary Sources from the Library of Congress
**Linda Mills, Greensburg Elementary, (IN)**
**Table 19**
**SIGMS**
**TEACHERS: PK-12; NETS*S, NETS*T, NETS*A, NETS*C; CCSS-LIT, CCSS-ELA**

### Edward's House of Exploration: Hands-On and Digital Learning
**Susan Stewart, Western Carolina University, (NC)**
**Table 20**
**TEACHERS: PK-5; NETS*S, NETS*T; CCSS-LIT, CCSS-ELA**

### Project 140: Microblogging Power with or without Twitter
**Grete, Patch, Lincoln School, Kathmandu, Nepal, (VA)**
**Table 21**
**TEACHERS: 6-12; NETS*S, NETS*T; CCSS-LIT, CCSS-ELA, CCSS-MATH**

### Authentic Learning via Technology
**Marge Maxwell, Western Kentucky University, (KY), Rebecca Stobaugh, Janet Tassell**
**Table 22**
**TEACHERS: PK-12; NETS*S, NETS*T, NETS*A, NETS*C**

### ESL Success in a 1:1 Environment
**Loretta Asay, Clark County School District, Sherwood Jones, Erik Skramstad**
**Table 23**
**TEACHERS: 6-12; NETS*S, NETS*T, NETS*A, NETS*C; CCSS-LIT, CCSS-ELA**

### Exploring Frontiers for ELLs: Flipping the Classroom with Digital Media
**Heather Parrish-Fitzpatrick, Nassau BOCES, (NY)**
**Table 24**
**TEACHERS: PK-12; NETS*S, NETS*T, NETS*A, NETS*C; CCSS-LIT, CCSS-ELA**

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[isteconference.org]
Program Search Session Details

**Authentic Learning via Technology**  Add Item to Planner
[Learning Station Session : Poster]
Monday, 6/24/2013, 8:00am–10:00am, SACC Tower View Lobby; Table 22

Marge Maxwell, Western Kentucky University with Rebecca Stobaugh and Janet Tassell

Explore authentic projects that use technology for communication, data analysis, presentation, and more.

**Theme/Strand:**  Digital-age Teaching & Learning—Problem Solving & Critical Thinking

**Audience:**  Teachers, Professional Developers

**Grade Level:**  PK-12

**Audience Skill:**  All

**NETS•S:**  1, 4, 5

**NETS•T:**  2, 4

**NETS•A:**  2, 5

**NETS•C:**  2, 5

**E-mail:**  marge.maxwell@wku.edu

**Purpose & Objectives**

The purpose of this presentation is to share K-12 projects where students have made an impact on their classroom, school, or community. The objectives are as follows:

1. Participants will learn about authentic learning and effectiveness of the real world.
2. Participants will learn ideas to implement authentic student projects with high technology integration.

The three presenters are university professors. One teaches elementary math methods courses, another teaches secondary education methods and assessment courses, and the third teaches educational technology courses.

Projects that teachers have implemented with students in K-12 settings will be presented and discussed. These university professors were involved in these projects either as a supervisor of the teacher or in co-planning the lessons and reviewing student learning.

**Outline**

The presenters will have a multimedia slideshow, a poster, and printed materials for participants about authentic learning and passion-based learning as well as ideas for projects where students use technology in these real world applications.

**Supporting Research**

Authentic learning or a real world connection focuses on real-world, complex problems and their solutions. Authentic learning can involve using role-playing exercises, problem-based activities, case studies, and participation in virtual communities of practice. However, it is best if learning can occur in the real world. Herrington and Oliver (2000) pose that an “authentic” learning environment provides authentic contexts that reflect the way that knowledge will be used in real life, authentic activities as close to the real world as possible, access to expert performances and the modeling of processes, multiple roles and perspectives, and authentic assessment of learning within the tasks. Marc Prensky (2010) makes a keen distinction between relevance and real. Relevance means that students can relate to something taught, or something said, to something they know. In other words, the context is familiar to them or happened in the past. Prensky posits that the problem with relevance is that it does not go far enough. Real means that there is a perceived connection by the students between what they are learning and their ability to use...
that learning to do something useful in the world. Real learning not only relates content to current issues/events in the world today or the future, but it involves making a difference or having an affect on those current issues or events.

Technology integration is critical to 21st century learning. Higher levels of the technology integration promote technology as an integral, necessary component of the learning process. Technology has been shown to increase student motivation and engagement (Leonard, Meng-Tzu & Holmes, 2010; Kay & Knaack, 2009); prepare students for jobs (Pennington & Seltzer, 2001), and enhance students' ability to work collaboratively (Graves, Abbitt, Klett, & Wang, 2009; Snyder & Miller, 2009). Technology can have a positive effect on student achievement when paired with higher-order thinking skills, problem-solving ability, or capacity to locate, evaluate, and use information (Ringstaff & Kelley, 2002).

Presenter Background

Dr. Marge Maxwell has been an Associate Professor at Western Kentucky University for ten years of graduate educational technology courses. She has developed and taught graduate educational technology courses for ten years. She has codirected one national grant involving technology, published research in national journals, and presented at international educational technology conferences.