



November 2012



THE CO-CHAIR'S MOBILE OBSERVATIONS . . .



THE FCC MUST ACT NOW ON BEHALF OF OUR CHILDREN! CELLULAR OPERATORS GIVE "EDUCATION PRICE" TO SCHOOLS & DISTRICTS

SIGML NEWSFLASH :

- > You can now tell us what you thinking about mobile learning on our Wiki! Sign-up to be part of the discussion on
- > <http://sigml.iste.wikispaces.net/>
- > To get the latest, mobile, breaking news follow our Twitter Queen, Helen Compton @sigml
- > Follow us on Facebook Sig MobileLearning

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While wireless, mobile technology is totally amazing...

A powerful, mobile computing device costs \$100 - Negroponte's \$100 computer is NOW a reality. In effect, computers are essentially free.

there are 5.25 billion mobile phones in the world of which 1.5 billion are connected to the internet, while there are only 555 million computers in the world connected to the internet (Source: Twitter)

and the number of Internet-connected smartphone has gone from 0 to 1.5 billion in about 5 years (Source: ISTE SIGML's Grand Poobah)

However, SOME business concerns and SOME governmental organizations are exerting a chokehold on the vital resource that makes wireless mobile technology sing and dance: cellular connectivity. This chokehold is preventing the widespread positive impact of mobile technologies on student achievement.

Some inconvenient facts:

The FCC has still not changed the rule that Internet connectivity paid for by e-Rate must be used on the school's campus. So the 440 students in a St. Marys OH elementary school, who each have a smartphone can't take the phone home and use the cellular connectivity! According to the antiquated FCC rules, the school's cellular connectivity must ONLY be used on campus.

But NOTE NOTE NOTE: The FCC ran a pilot where that ruling was removed from about 10 schools in 2011... and literally NO word about the findings from that pilot have been heard in the land.

St. Marys is paying \$29.00 per device per month for the privilege of connecting up to 3G. The St. Marys elementary school actually only pays 40% of \$29.00 because the e-Rate (YOUR TAX DOLLARS) pays the other 60%. But: see #1 above - that is a mixed blessing.)

But NOTE NOTE NOTE: \$29.00 is actually a VERY GOOD rate by comparison to what the other operators are charging. (For historical reasons, companies like AT&T, Verizon are called "operators." Now, the street meaning of an "operator" is someone of shady character. Ahem; cough, cough. When the shoe fits....)

There is NO SPECIAL SCHOOL RATE; there is NO EDUCATION rate for cellular connectivity.

THE CO-CHAIR'S MOBILE OBSERVATIONS . . . CONTINUED

THE FCC MUST ACT NOW ON BEHALF OF OUR CHILDREN!

On the other hand: The FCC has forced the cable companies to give a \$9.95 per month rate for Internet connectivity that low SES families can apply to have. Excuse me, but what about the schools!!!!

This lack of cooperation from the operators is not a US-only phenomenon.

Colleagues in the UK report the same intransigence with respect to an education rate for cellular connectivity; the operators there also charge schools the going market rate.

Colleagues in the wireless industry have said told similar stories about the operators in India, Malaysia, etc.

And please read the following email from a Business Development Manager at a major operator (read: multi-billion corporation) to a school principal in Singapore (the details have been redacted to protect the guilty):

“With regards to the mobile data line sponsorship for the XXX Project, we would like to exit from this project as we do not see ourselves playing an active role in terms of Business Development. Instead, YYY from our Sales department will be taking up this project and following up with you. She is copied on this email too, just in case you have any queries which you might like to check with her.”

Translation: We (a multi-billion dollar operator) can't see how we are going to make any money from schools so we are not going to help you in your school project. If you want cellular connectivity, talk to our sales department – just like anyone else.

“Lawsuits and other legal actions in Indiana, Wisconsin, Michigan and New York have turned up evidence that AT&T and Verizon charged local school districts much higher rates than it gave to similar customers or more than what the program allowed.”



<http://www.propublica.org/article/att-feds-ignore-low-price-mandate-designed-to-help-schools>



<http://www.kslib.info/Documents/boarddocuments/Jun%202012/erate%20information.pdf>

These articles leave one speechless at the ruthless, heartless greed of the operators.

Something MUST be done and done now!

The momentum for mobile technologies in K-12 is building rapidly. Project Tomorrow's data is a beacon; everyone – parents, teachers, students, principals, school boards, etc. – all want mobile technologies to be used in the K-12 classroom. But the prediction that we have publically made -- that **by 2015 every child in every grade in every school in America will be using a mobile computing device, 24/7, for curricular purposes** – will NOT come true if the chokehold on cellular connectivity continues to be exerted by “the operators.”

The FCC must act and it must NOW. In the recent past, the FCC has acted on behalf of low SES families in making Internet connectivity available at an affordable – and still profitable – rate. The FCC must act now on behalf of America's children: every child in every grade in every school in America must have **an Internet-connected**, mobile computing device, 24/7, for curricular purposes!

Elliot Soloway, Grand Poobah and Co-Chair, ISTE's SIGML
Cathie Norris, Steering Committee, ISTE's SIGML

THE CO-CHAIR'S MOBILE OBSERVATIONS...

M-MANAGEMENT FOR THE SCHOOL ADMINISTRATOR
BY SUSAN WELLS, CO-CHAIR SIGML,
ADMINISTRATOR E.K. POWE ELEMENTARY, DURHAM, NC



I have spent much of the last four years speaking about the great advantages mobile computing devices bring to teaching and learning. Throughout these years I have carried a smartphone. Every day, in my hand or in my pocket.

Years earlier I carried a paper planner with me at all times. Then I transitioned to a laptop. It was really heavy. In the last two years I tried an iPad, to take notes and carry out walkthroughs. Still it was heavy and bulky and just not handy to be on the go, in hallways, up and down stairs, in and out of classrooms all day. Now it's just me and my iPhone doing the work of all those tools and so much more.



There's the obvious work of the smartphone/handheld computer...district and community numbers are at hand as need be and I can be reached at all times, through phone and email. If I need to speak with a parent, or I need a student to speak with a parent I simply hand the phone over in the midst of crisis and strife and I can connect child and parent on the spot...the joy of mobility.

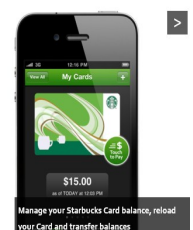
With my phone I always know what time it really is, instead of the various times of the battery-run clocks around the school. My calendar literally provides a memory when mine is inadequate. It tells me when I have meetings and gets me there on time through reminders and alerts. As soon as an email comes to me with a date or appointment, one touch of the screen places that date onto my calendar. With my settings arranged, a gentle beeping or vibrating gets me out of one meeting and into the next.

But really there's so much more because as administrators in schools we work with students and teachers and learning. As I'm in classrooms for walkthroughs I hand my phone over every day for students to find answers to their own questions. Working in my current school with K-5 now and dated technology, students take my iPhone and understand immediately how to search. Together we look for best answers. And I get the chance to see first hand standards, depth and differentiation in classrooms and build positive relationships with students while I'm there.

Rarely does a week or even day go by without me taking a photo of work exemplars and posting these to our shared school drive. Our teachers are forming Student Learning Maps this semester. It's new and it's hard. Seeing their peers' actual artifacts across grade levels and content areas brings motivation and new ideas. The camera feature is also a tool I use when I reflect for students a picture of their own outstanding behavior. I capture these and actually develop them into real live photos and place them in our school hallways. These are not only bright and cheerful but give a real example of the behaviors we expect.

Of course there are apps I use every day, Starbucks every morning, sadly there really is an app for that. And my favorite educational apps old and new- Dictionary, Thesaurus, edmodo, Collaborize, VoiceThread, PhotoCard, and Weebly. The tool I use as much or more on my iPhone is the least exciting of all but for me the workhorse of M-Management, Notes. Everything goes in Notes throughout my day. My old habits of sticky notes and pads of paper are gone. In the past I'd end up typing those notes to capture them later, or if they were a "to do" list, doing them and checking them off hoping I wasn't piling one list on top of another. Now they're in my phone, at hand. I can look them up, each one has a date and time, to make certain they're being taken care of on a timely basis. I can email each note to myself or to someone else. Reminders to myself, quick classroom notes, student observations, new websites to remember, district information to hold on to, short data collection...for me Notes is an excellent repository of the things administrators carry in their hand and head.

Starbucks for iPhone



**FIELD TRIP: GEORGIA EDUCATIONAL TECHNOLOGY CONFERENCE
NOVEMBER 7-9, 2012**

The Georgia Educational Technology Conference was held on November 7-9, 2012 at the Georgia International Convention Center in Atlanta. Keynote speaker Kevin Honeycutt opened the conference with a humorous perspective of a “tradigital” approach to education.



Some of the popular sessions included BYOD resources from schools and educators that have already implemented the concept in their classrooms. Leaders from Forsyth County provided some great suggestions for successful implementation. They stated that equity is best addressed by providing devices to students who may not have their own device or allowing students to share devices with one another.

Dr. Billie Jean Holubz
Cobb County School District –
Math Teacher
Liberty University –
Assistant Professor
Shorter University –
Adjunct Instructor

An interesting session on building apps was presented by Curt Hitchens, from Walker County Schools. Utilizing the resource, iBuildApps.com, Curt demonstrated the simplicity of using the provided templates to build and manage iOS and android apps. The program is simple enough for students to use in a project-based learning environment.

Another highly rated session was related primarily to BYOD & web 2.0 tools. A teacher from Henry County shared an excellent presentation on web 2.0 tools. Many useful sites were shared that were new to many attendees. The presenter explained real world applications relevant to the classroom.



Leslie Fisher, from Fisher Technologies, Inc., presented an outstanding session on gadgets. This session made me realize I need a job to fund my teaching. There are many cool, new gadgets out there. She also shared useful web

2.0 tools. There's one that I don't recall the name of right now, but have recorded in my notes, that allows you to track student behavior throughout the class period. You can add points for positive behaviors and subtract points for negative behaviors. Parents & students can access accounts that allow them to see student behavior each class period. I shared some of the gadgets I heard about with students & they are adding them to their wish lists. Not all are directly related to education, but it did provide a nice opportunity to connect & discuss with students.



Many interesting content related sessions were offered. A Social Studies session included valuable resources on Georgia History including www.georgiahistory.com and www.loc.gov. To access the many session resources from the conference go to <http://www.gaetc.org/domain/70>.

COMMON SENSE MEDIA NEEDS EDUCATION APP REVIEWERS

Common Sense Media is in the process of developing a free tool for educators that will allow them to see reviews of the best mobile apps for teachers and students and get great examples of their use in the classroom. We're looking for talented educators/writers who are very familiar with digital media and mobile apps. We'll be asking them to write short reviews of apps, video games, websites, and more through a teaching and learning lens. If you know great PreK-12 teachers – especially ones who teach or specialize in English or Math – we'd love you to pass on the email below.



We'll choose just 50 experts from the pool of applicants, so it is quite an honor to be selected. If chosen, they will: 1) be named a Common Sense Expert Reviewer; 2) honored at our annual awards in March 2013; and 3) have a chance to receive periodic tech giveaways.



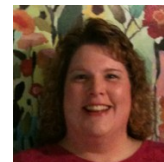
Contact: Mike Lorion mlorion@commonsense.org
<http://www.common sense media.org/>

FIELD TRIP: WIRELESS EDTECH CONFERENCE WASHINGTON DC
OCTOBER 10-12, 2012



Safety and Security in 2012
New Approaches for Responsible Use Policies

Laura Briggs



Breakout Session Recap with Becky Fisher – Laura Briggs, Editor

Albemarle County Public Schools, under the guidance of Becky Fisher, Director of Educational Technology, Professional Development, and Media Services, continues the dialog with their learning community for how students can best use mobile devices for learning.

With increased use of mobile devices in schools, how can teachers and administrators prepare in the area of safety and security?

*Becky: ** Safety of what? Security of what? Kids use mobile devices outside of school for personal reasons far more than they do within and for school. The common denominator is the kid. How do we help kids keep themselves safe? How do we help kids understand the security and safety implications of their decisions and actions? If we are worried about protecting the school division's physical assets, we can buy insurance or ask parents to accept financial responsibilities for damaged equipment. If we are worried about how kids will access the Internet and how we will filter or control this access, we can do this through our choice of mobile device and how we segment our wireless network. But the question remains, how will this help kids protect themselves the other 18 hours a day or 138 hours a week (accounting for weekends) or 7,704 hours a year (accounting for all non-school days)?*

Responsible use policies were discussed at the conference. How do you and your district push decisions as close to the learner as possible? Can you talk about the difference between acceptable use and responsible use?

*Becky: ** Acceptable use implies that something is allowed or not allowed, easy to sort and categorize with the user looking to someone else to make these decisions. We go overboard with having a printing policy and having a blogging policy and a cell phone policy because we are compelled to explicitly name the allowed and forbidden actions. Responsible use puts the responsibility on the user, not the policy. For example, the "Drink Responsibly" campaign is about "knowing when to say when," it's not about "you shouldn't have more than two drinks." Why? Whether a behavior choice is "acceptable" or not is contextual – perhaps any behavior you can imagine is "acceptable" at some time, in some place, under some circumstance but it is not "acceptable" at another time, in another place, or under different circumstances. We should be developing responsible and informed decision makers who can weigh the circumstances, take in to account the time and place and make good decisions consistently.*

In what ways has Albemarle County Public Schools created plans for enforcement and implementation of safety and security policies?

*Becky: ** We enforce what we want to enforce at the technical policy level and respect our educators as professionals to work within our written policies. Our School Board policies do not dictate punishments as building-level administrators and other supervisors are charged with aligning consequences to actions. We work from a platform of developing the skill-set and mindset of lifelong learners. This is a very different platform from what many districts portray in their technology-related policies. We are in the process of working with our Advisory Committee to review our policies and expectations and it will be interesting to hear how some of the idealist elements from the last review have operationalized or not in the schools.*



BeckyFisher73
@BeckyFisher73

Follow Becky Fisher on Twitter at @beckyfisher73 and find more resources including videos of sessions and session materials from the Wireless Edtech Conference at <http://wirelessedtech.com/>



SIGML MOBILE LEARNING EVENT AT ISTE 2012: WHO IS BUM?

by Mark van 't Hooft,

SIGML hosted its 4th annual mobile learning event on a sunny Tuesday afternoon at ISTE 2012. Using QR codes and wireless mobile devices, participants explored parts of San Diego's Gaslamp Quarter to learn about its colorful past and answer the question, "Who is Bud?" a well-known character in San Diego's local history. Here are some pictures of the event:



To see additional pictures and videos, please visit

<http://www.youtube.com/playlist?list=PLDFBD4E9E1AC8267C>

The participant handouts can be found at http://sigml.iste.wikispaces.net/ISTE_2012

If you'd like to find out who Bud was, scan the QR codes below:



Finally, thanks to the many volunteers who helped out at the event and for contributing the pictures and videos, especially Wyatt Sledge, Nick Toledo, and David Hawthorne. We could not have done it without you!

**QC EDUCATOR FILES PATENT FOR PORTA-SCHOOL
SOLAR POWERED TABLET CAN TEACH SCHOOL ANYWHERE IN THE
WORLD!**

DAVENPORT, Jul 24, 2012 - Dr. Diana Muir of East Moline, IL has filed a provisional process patent for a product called Porta-School that contains everything you need to take a class, teach an entire high school program or learn a career/technical trade anywhere in the world on a solar powered tablet. Porta-School, will contain curriculum, exams, digital texts, resources, social networking tools, and assessment tools all on a solar powered tablet, with other applicable apps.



Dr. Muir, recognized as the Global Educator of the Year in 2010 by CCLP, a European education entity, not only works at the Putnam Museum in Davenport, but owns and operates the World Virtual School (<http://wvs.us.com/>) She is a certified e-learning expert through the United Nations e-MAP and has worked in online education since 1995. The WVS currently operates in 117 countries and serves more than 540,000 students, many of whom do not have electricity, internet connection, or access to basic education. Porta-School will solve the problem of connectivity and include all the resources and back office infrastructure needed to take a class, learn an occupation, or run a school in 3rd world countries. It will also be used in areas such as the Appalachian Mountains, rural townships, and natural disaster areas in the United States.

Dr. Muir is currently vetting technology companies to develop the software and applications to make the product state-of-the-art and low-cost. Porta-School will be available in 16 different languages and can contain up to 400 online courses. While other companies have created programs and tablets that provide individual programs, the Porta-School will combine all of these elements into a unique all-inclusive, stand-alone product. For more information, you can contact admin@wvs.us.com for additional details.

The WVS is an online virtual high school that delivers the highest quality, equitable, accessible state-of-the-art education to a global community, entirely over the internet.

Contact
Diana Muir
World Virtual School
[309-738-0265](tel:309-738-0265)
diana@wvs.us.com
<http://wvs.us.com/>



About Dr. Muir



Diana Muir is the Founder of the Hawking Institute, Inc., a non-profit educational entity whose mission is to provide free, K-16 education to 3rd world countries via the Internet in a handicapped accessible format, with state of the art technology.

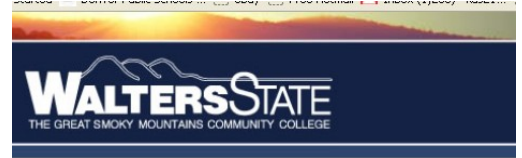
Over the past thirty years, Dr. Muir has taught as a middle school, high school, and college instructor in the fields of Music Education, History, Sociology, Genealogy, Paralegal Studies, and Computer Applications. A 30-year veteran of the Army Reserves, Dr. Muir completed her doctoral work at the University of Iowa in Curriculum Development and the Sociology of Education in June of 2000. Dr. Muir is widely published regarding the topics of online education and the future of education, at both national and international conferences, and in professional publications.

Dr. Muir currently serves as the Chief Education Officer for the Hawking Institute and works as the CEO/Director of the World Virtual School which offers an accredited high school diploma for students in the global community.

**NATURAL SCIENCES GO MOBILE AT WALTERS STATE COMMUNITY
COLLEGE NATURAL SCIENCE**

WSCC Natural Science Division has designed a website to highlight best practices for enhancing learning with mobile devices, teaching strategies, pilots using mobile devices with related accessories such as using a mobile document camera for field testing and for live classroom exchanges between their partner high school sciences classrooms, list of mobile apps, pilots for using mobile

devices to improve teaching and learning such as *GoClass (a cloud enabled teaching application for tablet devices that redefines the boundaries of teaching and learning in the classroom).



Visit the WSCC Natural Science Teaching and Learning Website: <http://library.ws.edu/mNaturalScience>

**MERLOT EDUCATIONAL RESOURCES : MEETING THE EDUCATIONAL
DEMAND FOR QUALITY AND PEER REVIEWED MOBILE APPS FOR
EDUCATION**



Find peer reviewed online teaching and learning apps. Share advice and expertise about mobilization with expert colleagues. Be recognized for your mobilization contributions (mobile apps that you have found) to quality education.

MERLOT is a free and open online community of resources designed primarily for faculty, staff and students of higher education from around the world to share their learning materials and pedagogy. MERLOT is a leading edge, user-centered, collection of peer reviewed higher education, online learning materials, catalogued by registered members and a set of faculty development support services.

MERLOT's strategic goal is to improve the effectiveness of teaching and learning by increasing the quantity and quality of peer reviewed online learning materials that can be easily incorporated into faculty designed courses.

MERLOT's activities are based on the creative collaboration and support of its Individual Members, Institutional Partners, Corporate Partners and Editorial Boards.

Integral to MERLOT's continuing development of faculty development support services are its:

- Building and sustaining online academic communities
- Online teaching and learning initiatives
- Building, organizing, reviewing, and developing applications of online teaching-learning materials

MERLOT maintains its currency through ongoing and continuing communication with its worldwide supporters in a variety of ways, including the annual MERLOT International Conference, the Journal of Online Learning and Teaching (JOLT), member publications, news, and our new Voices website to enable MERLOT users to communication with others.



<http://www.merlot.org/merlot/index.htm>

**BYOT; HELP OR DISTRACTION?
BY SHELBY WILDER, STUDENT ST. MARY'S
MEMORIAL HIGH SCHOOL**

As many of you may or may not be aware, in both the middle, and high school, we have a program called "Bring Your Own Technology" (BYOT) In this program, students are allowed to bring in their iPod Touches, iPads, iPhones, Kindle Fires etc, to use to increase productivity in the classroom. (Research, website guided activities etc.) Some teachers are worrying these devices are adding an extra distraction to their teaching environment. I believe BYOT is awesome in school! When

we didn't have this opportunity to bring in such technology, most students were pressed for time to get homework/ research on the computers done. Computers are limited in each classroom, so if there was a big research assignment due in social studies the next day, most likely, all computers in the rooms are filled. This may not be a problem for a lot of students (seeing most have Wifi at home anyway) but for other students this is an issue. Not having their own computer at home, school maybe the only place they can do their research. Now with BYOT in place, computers are free, and the students that NEED the computers at school can use them!



like just a distraction, and 4 of my fellow classmates believe it'd be more effective to just get rid of it. Many times, you can find students listening to music on it, texting on it, playing games, etc, but, other times however, BYOT, I believe, is AWESOME! Our technology is always changing, and sooner or later we will be bringing this technology into the school anyway! I think it's a great idea to start the transition early!

Without this program, I believe we wouldn't be exactly where we are today! Just as long as we keep using BYOT as a help, and not a distraction, I think this program is going to keep being beneficial for many us! We're all now in high school, I think the teachers need to trust us with this great experience, and keep doing BYOT. In conclusion, I believe BYOT is great! Having this opportunities is fantastic. I know many of my peers, and myself, love it!

Need some more convincing? Check out this great article on [the effects of using technology in the classroom!](#)



Also with BYOT now in place, teachers have the opportunity to make class more fun! Now they can use websites to help us understand some material. BYOT also helps keep more interesting! Which, for me, helps me understand some things so much better! Many don't realize it, but this program also helps build social skills. Using one's technology to figure something out/work on a project, can help build a child's confidence around other people! Didn't think about that one, did ya? With BYOT in place, it also comes with great responsibilities. Sometimes, BYOT seems



Last Updated by Shelby Wilder
on October 17, 2012

DON'T BE APP HAPPY-POSTED OCTOBER 27, 2012
GUEST BLOGGER: DONNA TEUBER,
RICHLAND SCHOOL DISTRICT TWO, COLUMBIA, SC

<http://dteuber.blogspot.com/>



We recently held a focus group session in our district to get feedback from teachers and students about the progress of our 1:1 computing initiative. Across the board, everyone in the room had positive things to say about our suite of applications that we use district-wide on a daily basis - Google Apps for Education. Google Apps fills many of our needs with GMail, calendars, Google Sites for teacher and student websites, and Google Drive for document creation and sharing. However, as one student was leaving the room, she had a parting comment for us. She told us that teachers are "app happy" and it can be very frustrating for a student to go home and have 12 different apps to use. Out of the mouths of our students!

I've been in education a long time and have never seen such a clamor from everyone for more apps. We seem to have lost the focus. It's not about using a bunch of apps - it's about choosing applications that will fill a need that we have for student learning. I'm tired of the App sessions at conferences and the oohs and aahs of people downloading yet one more app. And I too am guilty of offering sessions on using Apps. With our device choices, we feel a need to make sure that everyone knows that there are good apps available. Teachers also need to know how to go to the app store and download apps.



It's also not about the device. Our schools are going to continue to have a variety of devices and the BYOD movement is just going to complicate matters more. Choose a product that will run on all devices. Don't sell your soul out to a hardware company. A company with a good product will create apps for a variety of mobile devices. And don't forget that many products work best in a full web browser. It really is okay to use laptops and desktop computers that you already have in your school. You don't need to purchase the latest and greatest device to use great resources.

We need to pull back a little in our constant search for apps. No district or school can possibly support the thousands of apps that are available in all of the apps stores (iTunes Store, Google Play, Chrome Web Store, Amazon, etc.) Many of the apps in those stores are great and fit some our needs. Some apps are specialized and work well for our diverse student population.

The problem with using lots of apps is that you need to provide professional development support and IT support for all of those apps. I receive e-mails every day from schools about problems with particular apps. I've also made the mistake of recommending an app to a teacher and then discovering that there are problems that make the app difficult to support. Instead of downloading everything and then expecting the district staff to support the app, come up with a list of your needs. Then bring a group of students, teachers, administrators, district IT staff, and academics staff together to start looking at apps using a defined set of criteria. Here are some questions to ask:



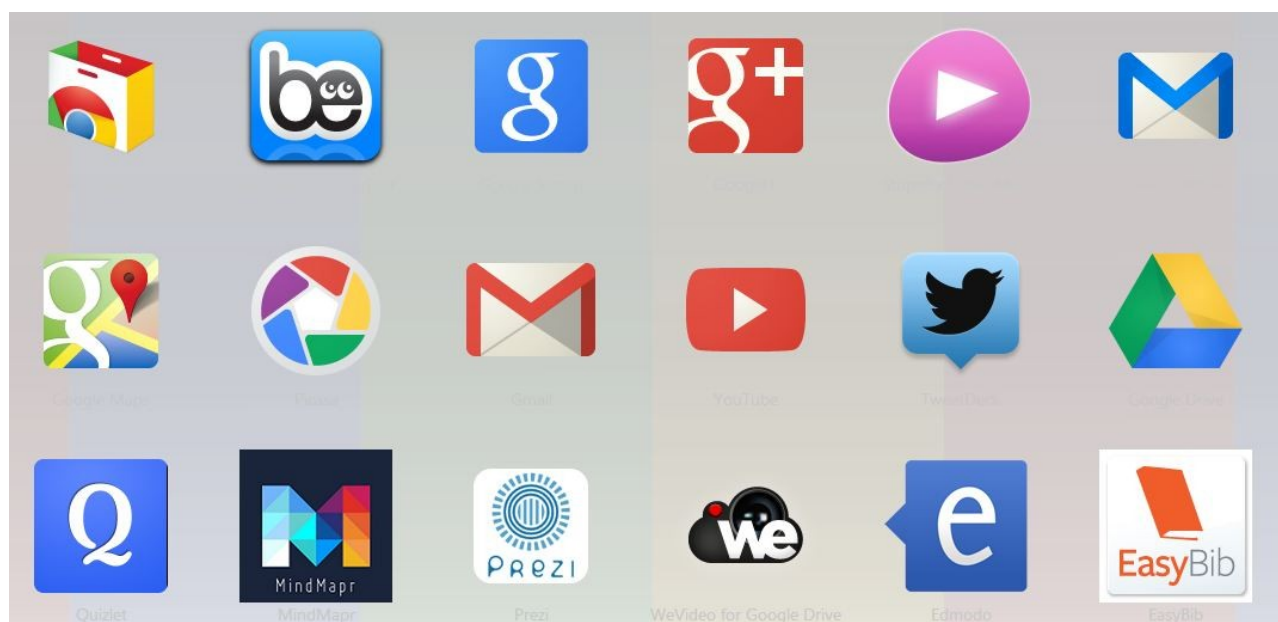
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DON'T BE APP HAPPY: CONTINUED

1. Do we already have products in place in our school or district that will fill our need? Make a plan to improve your professional development and start using those products more effectively. A small set of great tools is far better than a hundred tools that aren't effective.
2. If the app is free, is the free version robust enough to support the needs of the teachers and students?
3. Can you find the name of a company representative to call or e-mail? If you can't, don't investigate that app any further. The products that we use the most in our district all have representatives who call me regularly to ask how we're doing. They look at our usage statistics and provide suggestions and ideas to improve our use of the product. We've been burned before by companies going out of business or suddenly wanting to charge for services. I recently had to say goodbye to a lot of great Ning content that was created when the product was free.
4. Is the app going to be hard for the IT department to support because of web filtering issues? I often hear complaints from teachers that the "evil" IT department is blocking the apps that they need to use. When our engineers go under the hood to investigate the problem they often find a long list of IP addresses that need to be unblocked to allow the app to work. Chasing around those IP addresses can be a full time job. Prezi went down for a few days in our district because Prezi moved the hosting of their content to another service that was blocked by our web filter. Our engineer had to chase down a long list of IP addresses to get things up and running again.
5. How is the content that students create using the app saved? Where is the content hosted? Can you easily share the content? Don't make the process so difficult for teachers and students that no one wants to use the app.
6. Does the application run on a variety of devices? As I said before, don't lock yourself into an app that will only run on one type of device. Try it out on all your devices. In many training sessions that I lead, there are a variety of devices in the room. It helps to know ahead of time that the application will work on all (or most) devices.
7. What is the cost for the full product? Is it a district or school subscription fee based on the number of users? What happens to your content when you stop paying for the service? Is there a way to access usage statistics to monitor how and how often the product is being used?

If you're in a 1:1 initiative, how are you going to handle updates for the apps? Will the purchased app work when a new operating system update comes out? Who will need to be involved with the updates? Will students be able to update the app themselves? Think about the logistics before you have to deal with the issue.

Start with some of these questions and create a rubric to evaluate the resources. Many districts have created rubrics for evaluating software and Web 2.0 sites. Keep in mind the saying, "Less is More," and I can assure you that you'll be happy with your apps and not "app happy."



**BOARD OF REGENTS 2012 WINNER OF WCET
WOW AWARD FOR MOBILIZATION INITIATIVES**

The Tennessee Board of Regents was ahead of the curve when it supported the creation of the TBR Mobile App Education and Workforce Resource Center. Citing data on the explosive growth in mobile devices and apps and their more prominent use for non-educational activities such as entertainment, "Education On-Demand within Your Hands" was designed with the concept of free, 24/7 access to mobile apps for faculty, staff and students, with each app tagged according to subject area, level of education, and type of device. The goal of the center is to be a major repository for educational and career training mobile apps serving students and faculty around the world at all levels - PreK-12, higher education, and adult workforce training. The Natural Science program at Walters State Community College provides an example of how faculty have incorporated mobile apps in biology and chemistry.



Utilizing a peer review rubric originally developed by MERLOT, a series of quality standards are utilized in the review of all apps, such as compliance with ADA standards, device neutral, cost, privacy, student engagement and outcomes. Since the TBR Mobile App Resource was launched in 2010, the number of subject matter disciplines has grown to 125 and the total number of educational and workforce apps has reached 60,000+ with continuous daily uploads.



Future plans include "app alerts" to faculty and students of new uploaded apps by their selected subject area; "Apps of the Month Video Clips" used in teaching; and the identification of mobilization competencies.

www.TBRMobile.org

Contact:

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System Wide Office of Mobilization

Tennessee Board of Regents

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**SIGML'S MOBILE MEGASHARE
SATURDAY JUNE 22, 2013 2-6 PM**

We need to hear your voice from around the country about what is happening in your community regarding mobile learning! ISTE's Special Interest Group-Mobile Learning (SIGML) will be holding the first ever Mobile MEGAShare, and we want you to be part of it! Mobile devices are exploding globally and are becoming an important of how we all learn in the 21st Century.

There are many different stakeholders in this movement towards mobile learning: students, parents, teachers, schools, districts, and educational vendors, but no one group has put together all the pieces to the puzzle yet. ISTE's SIGML wants to start getting all the pieces together and you can be part of it! Join the forum to explore the question, ideas, and concerns of implementation of mobile learning. The concept is simple, bring all the people that believe that mobile learning is the future together, to share, interact and create a collaborative learning environment for everyone. We plan to capture our "Best and Biggest Ideas" so has a group; we can improve education through collaboration.

How is ISTE's SIGML's MegaShare organized?

We'll hold nine collaborative share sessions with four rotations and with 10-30 sharing participants per session lead by an expert facilitator in that topic. Choose the four of the sessions that are most important to you.

Can't make the Mobile MegaShare?

No worries, we will be capturing the sessions real-time and archived housing them on SIGML's Wiki so you can review anytime that is convenient to you, so that you can be part of the MEGAShare process on world's larger audience of Mobile Learning!



**MOBILMOOC 2012
BY DIANE BURKE**

In the past year, there has been much conversation about an emerging trend in education—MOOCs. MOOCs are Massive Open Online Courses that anyone with an Internet connection can take for free. As someone interested in mobile learning, I was intrigued by the concept of MOOCs because I could see how mobile devices could be a primary delivery system for these courses. So when someone in SIGML sent an email about a MOOC for mobile learning, I immediately signed up. What follows is a description of my experience as a MOOC learner.

The course I signed up for was MobiMOOC 2012. It ran for three weeks in September and October. The stated goals of MobiMOOC were to get participants up-to-date with mobile learning and provide the tools to plan, develop and implement a mobile learning solution in the participants' environment via collaboratively discussing and exchanging knowledge through a variety of learning activities. The course started with basic concepts of mLearning and went on to cover a variety of related topics.

[Inge Ignatia de Waard](#), a faculty member at the Institute of Tropical Medicine in Antwerp, Belgium, organized and facilitated the course. A variety of international mobile learning experts also served as facilitators sharing their knowledge and expertise.

Coordinated by a designated facilitator, the course involved dialogue, discussions and building upon each other's experiences. Week one was an introduction to mLearning and a framework for a mobile learning project. Week two provided the opportunity to look at mLearning tools, curriculum frameworks and global issues. Week three choices included augmented and corporate mLearning, mobile activism, mobile games, mobile health and pedagogical theory for mLearning. As a learner, I could pick and choose what I wanted to be part of. I found myself wanting to be part of every piece and became what is known in MOOC circles as a "lurking" participant. I would initially connect with each learning opportunity and then lurk for a while to see if the topic was important and interesting enough to stick around for.

This newsletter is too short to share all of what I learned in my MOOC experience, but here a few of my insights about MOOCs and mobile learning. As a MOOC participant, I enjoyed the opportunity to connect with experts and peers from around the world at my own pace and speed. The information and resources that were made available through these connections were vast and invaluable. The three greatest insights I gained about mobile learning were the following. First, the basic question we need to ask ourselves about mobile learning is "How can mobile learning add value for the learner?" If mobile learning is not adding value then we have to question its use. Second, I grew to appreciate the world-wide interest there is in mobile learning. I kept a running log of the places participants were from—Spain, Brazil, Portugal, Greece, Germany, Argentina, Belgium, Tasmania, Australia, Singapore, Malaysia, England, South Africa, Kazakhstan, and Finland—truly a global community interested in mobile learning. Third, mobile learning is not just for schools. Most of the participants were not working in schools but rather in a variety of other environments. Inge De Waard, the main facilitator, was interested in mLearning in Africa for health care workers. Others were interested in organizational and corporate learning. One specific example was how McDonald's in England is providing mobile learning opportunities for its employees in math and writing. Workers can complete mobile learning modules provided by McDonalds on their own time.

One of the best things about MOOCs is that many of them are archived and can be accessed after the formal completion of the course. Hopefully I've piqued your interest in MobiMOOC 2012 and you might want to become a "lurking" participant yourself. You can do so at <http://mobimooc.wikispaces.com/General+information+on+the+course>.





FROM CATERPILLAR TO BUTTERFLY: USING AUDIO
QR CODES TO ENGAGE IN AUTHENTIC LEARNING
ALLISON WHITE & COURTNEY SEARS
EPHESUS ELEMENTARY SCHOOL , CHAPEL HILL , NC

One of the many reasons to integrate technology into the curriculum is to create an authentic audience for students. Audience gives students purpose. Students are no longer turning in assignments to simply receive a check mark and stuff it into a folder. Technology provides an outlet for their work to be on display for their classmates, parents, school community and, at times, anyone with access to the Internet. Not only do students work harder because of the increased visibility of their work, but student engagement also tends to soar.

One of our second grade teachers, Mrs. Courtney Sears wanted to provide her students with an opportunity to use mobile devices in learning about life cycles. She decided to use QR codes as a way to motivate her students to share what they had learned about this science topic. After raising mealworms and butterflies in the classroom, the students knew the life cycles of these insects well. As a culminating project, they were asked to create a poster that described each stage of the butterfly or mealworm life cycle and use key vocabulary such as *birth*, *metamorphosis*, *adult*, and *reproduce* in their writing. Once the posters were complete the students practiced reading their work fluently, recorded it and made QR codes that linked to the audio files for the posters. This exercise created an excellent opportunity for students to practice skills such as vocabulary development and fluency in a meaningful way.



After researching the many apps that might be used for this project, a bit of trial and error led us to the following recipe:

1. We recorded the audio in Garageband and exported it as an MP3 file.
2. Opened the audio file in the Public Dropbox folder, giving it a public link. Using Dropbox allowed the audio to play directly after scanning, instead of having to press a play button.
3. Copy and pasted the URL into one of the many QR creator sites available. We chose www.qrstuff.com because it gives the option to shorten the URL and it allows you to select a color of your choice, which was a hit with the kids.
4. Downloaded the QR code to print, embed, etc.

Once the students attached their completed QR code to their project, Mrs. Sears put them on display in the hallway. She then set aside time for each student to use an iPad to scan each code and appreciate their classmates work. Parents and teachers that passed by could scan the codes with their mobile device to hear the explanation of each life cycle. In addition, we posted the qr codes on the web, in a “*Life Cycle Audio Library*”, for further access.



Overall the project was a success. From a technology standpoint, the key was first, finding the apps that did what we wanted them to do. Then allowing students to participate in the entire process from recording, to generating the URL and finally creating the QR code allowed them to develop a basic understanding of how the technology actually works.

“*I am always amazed by what all of my students can do with technology. They are so eager to share their very best work when technology is involved,*” said Ms. Sears. Ms. Sears does a superb job of integrating technology in a way that allows her students to make authentic connections between their learning and the real world.

GUEST BLOGGER: MOHAMED EL-ASHIRY
ORGANIZED: HOW A TEACHER CAN USE THE
IPAD TO STAY ORGANIZED?
POSTED NOVEMBER 17, 2012



I bought my iPad about eighteen months ago. I have said it before, and will say it again: it has changed my life! As an eLearning leader, one of the most common complaints I receive from staff is that “it is really hard to stay organized with the iPad! Everything is all over the place!” I could not disagree more. I have developed an arsenal of strategies and apps to help me stay organized (in addition to the standard Calendar, Mail and Reminders apps):



<http://bit.ly/UARxs4>

1- Curriculum-design (unit-planning): I use [Pages](#) to help me stay on top of curriculum design. Once I import into Pages the blank template for the MYP Unit Planner, I just reproduce copies of it for every unit of work I need to plan. I also organize my Pages app into folders according to subject or year level or function.

2- Lesson-planning: I use [Evernote](#) to plan my lessons. I have set-up a notebook called ‘Work’ (not a very creative name I might add) and I have a ‘note’ in this notebook for every class. Since my drama lessons are weekly double-periods per class, I just write the week number and then write the learning objectives, learning activities, resources and assessment activities for the lesson/week. By the end

of the term/semester, I end up having a journal of lesson-plans.

3- Documentation: I use Evernote to document evidence from my lessons. At the end of every class, I take a quick snapshot of the whiteboard and add it to my lesson-planning note for the class. If the students did brainstorms on poster paper, I would take photos and add them to the note as well. If students used some sort of Web 2.0 tool during the lesson, I would take screenshots of what they produced (for example: results from a Google Form, or a typewith.me document etc...) Other things that I can often document are photos of rehearsals, or short audio recordings of anecdotes from the lesson etc...

4- Reflection: I add a very short reflection to my Evernote lesson-planning after every lesson. The reflection I write highlights what we managed to finish during that lesson, what I need to keep in mind for the next lesson, what sort of behavior-infractions I observed and how I responded to them, and what sort of positive behaviors I have observed and praised/rewarded. Sometimes, when my reflection is too long to type, I just record it as an audio note through Evernote.

5- Attendance and Assessment records: I use [Numbers](#) to keep my attendance and assessment records. One thing I love about Numbers is the many different sorts of cell-formats you can have: checkboxes, pop-up menus, star-ratings, sliders, steppers etc... At the beginning of the year, I design a template that will include all the assessment columns with the appropriate format, as well as an attendance sheet. Then I would reproduce copies of that template for as many classes as I have and add the students’ names to the template. Once student names are added, you can view every student’s ‘form’ as just one card of all their assessment and attendance records, which can be very useful for quick data input of formative assessments in class while observing students. It’s fantastic!



6- File-sharing and printing: many teachers initially complained that the iPad does not have a USB port. I recommend [Dropbox](#) as a very easy solution to this. Just set it up, for free, on your desktop computer or laptop, and copy/paste all of the files you need into Dropbox. Then you can access them from your Dropbox iPad app. Dropbox also allows setting up shared folders between teachers and students (to exchange handouts/worksheets or submitting student work), or between collaborating teachers (to share resources). Read this [post about Dropbox](#) and how to make the most out of it. Many teachers also complained about the difficulty of printing from the iPad, especially because our school wifi network does not allow AirPrint. Initially, I used to remind them of the need to cut down on paper consumption and advise them to e-mail whatever they really need to print to their e-mail address and then print it from a laptop/computer. Now, with the iOS 6 update, it’s easy to just get a document from Pages/Numbers/Keynote and then open it in another app, e.g. Dropbox. I often export the document as a PDF to Dropbox, which then pops up directly on my laptop so I can print it from there.

7- Marking and grading: when the students send me work, I often ask to receive it as a PDF (most apps allow exporting as PDFs). Then I use [Notability](#) to add my annotations, comments and grade/mark their work. Notability also allows recording audio onto the document, which is a feature I use to give oral feedback on the work for every student. To conclude, I must mention (and it goes without saying) that this list is not exhaustive and these apps are not the only ones suitable for these tasks. I am merely sharing what works for me and how I personally use my iPad to stay on top of lesson-planning, curriculum-design, attendance and assessment record-keeping, file-sharing, marking and grading, as well as reflecting on and documenting evidence from my lessons. Please feel free to recommend other apps and suggest different uses by leaving a comment below! Happy iOrganizing!

sigml Lightning Webinar Series

Next SIGML Lightning Webinar: December 6, 2012 7pm EST.
 The Use of Mobile Devices and Apps in Enhancing Teaching and Learning in the Natural Sciences Programs: High School - GenEd. College

Description: This webinar will provide participants with best practices for using mobile devices and peer reviewed browser based mobile apps from the MERLOT Open Source Mobile App Repository for teaching and learning in the Natural Science Program of Studies. The participants will view short video clips of student engagement and faculty teaching with mobile devices, a list of best practices, curriculum app resources for incorporating the iPad and a mobile document camera as instructional tools.

Presented by: Robbie K. Melton, Tennessee Board of Regents, Mobilization and Emerging Technologies, Jeff Horner, Dean of Natural Science, Walters State Community College and, Kim Bolton, Chair of Natural Science, Walters State Community College

To register, please use <http://ow.ly/f07K6>

Save these dates for upcoming webinars. All webinars at 7pm EST

- December 20, 2012
- January 3, 2013
- January 17, 2013
- February 14, 2013
- February 28, 2013
- March 14, 2013
- March 28, 2013
- April 11, 2013
- April 25, 2013
- May 9, 2013
- May 23, 2013







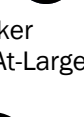



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