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6. **["Bits and Bytes" Newsletter Index 2006-2007 -- Vol. 23](#)**
Brian Metcalfe provides the traditional cross-referenced index to the wide variety of articles and resources that have been published in the five issues during this school year.



Pearls of URLs

- **[Best Practices of Technology Integration](#)** at:
<http://www.remc11.k12.mi.us/bstpract/>
- **[Best of the Education Blog Awards](#)** at:
http://www.eschoolnews.com/news/pdf/best_of_the_ed_blogs.pdf
- **[Best K-12 Freeware](#)**
http://www.education-world.com/a_tech/tech/tech208.shtml
- **[Best Educational Resources on the Web](#)** at:
<http://www.pacificnet.net/~mandel/EducationalResources.html>
- **[The Really Best List of Classroom Management Resources](#)** at:
<http://drwilliammartin.tripod.com/reallybest.htm>
- **[Best of History Web Sites](#)** at: <http://besthistorysites.net/>
- **[Blackwell's Best Links for Technology Integration](#)** at:
<http://www.vickiblackwell.com/best.html>

"Bits and Bytes" is an educational publication for the students and staff of the Winnipeg School Division.

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Last revision date: June 26, 2007

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The Best of "Bits and Bytes"

by Brian Metcalfe - Educational Technology



After 23 years as editor and writer of our "Bits and Bytes" educational newsletter, I am about to retire at the end of June. I must admit that although I have put in many hours producing the newsletter both in "hard copy" and beginning in October, 1996 with an additional on-line version, it has been my passion.

I believe very strongly that teachers should share ideas and resources with their colleagues to improve education for all students. Thanks needs to be expressed to several very dedicated educators, who over the years, have written articles for our educational newsletter. In addition, I would be remiss, if I did not thank those who asked questions of me which prompted me to write an answer. Not only did they get a solution but, more importantly, many other readers may also have benefited. To those who have shared ideas, resources and articles, I must thank you on behalf of the numerous educators and, ultimately the students, who profited because you were willing to share.

Based of the "Pearls of URLs" entries on the first page of this issue, one might note the common four letter word ... "best". When one, who has spent 40 years as an educator, chooses to retire, one may perhaps be forgiven if one chooses to reminisce and become nostalgic. It seemed to me that the last issue of "Bits and Bytes", with me as the editor, should focus on the "Best of 'Bits and Bytes'". Wherever possible I will link to an on-line resource to substantiate my claim.



I encourage readers to debate the following entries because it is through discussion and defending one's comments that one strengthens one's beliefs.

- **Best Hardware - Apple IIe**

I believe that the Apple IIe microcomputer, which was introduced into classrooms in our Division during the early 1980s, was the best educational microcomputer. Today our microcomputers are deemed obsolete in business every 18 months while we in education do our best to upgrade labs every four to five years. However the Apple IIe, in some cases, is still being used by some educators within our Division more than 20 years after first being introduced to students in our schools.

- **Best Software - AppleWorks**

As Patrick Logan has stated "AppleWorks was the 'Swiss army knife'" which provided a word processor, database and spreadsheet into one powerful, integrated package.

- **Best Professional Development - [Digital Storytelling](http://www.wsd1.org/digitalstorytelling/) - A Gifted and Talented Initiative**
at: <http://www.wsd1.org/digitalstorytelling/>

I realize that this choice is very personal and it can be debated at length. However, I maintain that teachers, through their preparation and presentation, often learn more than their students. This was certainly the case, when I teamed up with James Gray, ELA Consultant (Middle Years) in 2006 to

offer a series of digital storytelling workshops for 16 teachers and 64 grade 4-6 students.

Although I may have been quite familiar with the intricacies of the Photo Story 3 software, I soon learned with James' help how to effectively embrace the seven elements of digital storytelling so that I too could enthusiastically state that "it's all about the story ... not the software".

- **Best Freeware** - [IrfanView](http://www.irfanview.com/) available from: <http://www.irfanview.com/>

This freeware, developed and improved over the years by Irfan Skijan, has saved educators so much time. When teachers first started to display student's creativity on their respective school web sites, they were often faced with the repetitive chore of converting each individual student's bit-mapped Paint file to a GIF or JPG format so that it would load and display quicker on the web site. When digital cameras began to be used in the educational setting, I know many teachers who spent a great deal of time renaming the default image filenames from "jun27200601.jpg, jun27200602.jpg, jun27200603.jpg ..." to "gradfarewell2006-01.jpg, gradfarewell2006-02.jpg, gradfarewell2006-03.jpg ...". IrfanView's "Batch Conversion/Rename" feature has eliminated much of the repetitive processes and saved educators so much valuable time. I encourage readers to review some of the following articles about the capabilities of IrfanView:

- [IrfanView - Image freeware you can count on!](#)
- [More IrfanView Time-Saving Tips](#)
- [IrfanView Animation](#)

- **Best Educational Software Value** - [Photo Story 3](#) available for Windows XP from: <http://www.microsoft.com/windowsxp/using/digitalphotography/photostory/default.aspx>

In my mind, "Photo Story 3" freeware (which can be downloaded on all computers using the Windows XP or later operating system), is the one application that teachers who have limited time should learn how to use. This product has a very easy-to-use interface that grade 2 children master with no difficulty. However an educator can effectively use it to support so many different classroom opportunities and help infuse Information and Communication Technology (ICT) into their teaching style. Read my article entitled, "[Photo Story - Getting the most value for a limited investment](#)" to see how you can take advantage of this software application.

- **Best Historical Educational Technology Review of Winnipeg School Division Headlines and Highlights from 20 years with "Bits and Bytes and Bytes"** at: <http://www.wsd1.org/bitsbytes/0405/bboct04/default.htm#STORY1>

I admit that this choice is a personal favourite because the on-line SWiSH-created flip-book highlights how educational technology has grown and evolved in our Division over the 20 years spanning 1984 - 2004. Christie Stefaniuk (now Christie Whitley) always reminded me that educators often forget to stop long enough to look over their shoulders to see how far they have progressed. This flip-book demonstrates that, thanks to a number of very dedicated individuals who invested a great deal of time and effort, we have indeed made significant educational and technological strides which have ultimately benefited our students.

- **Best "Let's Get Connected" project - Sister MacNamara's "Our Community"** at: <http://www.wsd1.org/sisternac/Community/map1.htm>

In 1995 - 96 Rod Brown, from Winnipeg Adult Education, and I created a contest which challenged "students and teachers to collaborate in a research project implementing computer technology". Kate Wallis' Grade 3 class from Sister MacNamara won first prize with "Our Community" and the "Let's Get Connected" initiative went provincial-wide the following year.

- [Best Educational Resources for Teachers](http://www.wsd1.org/etr/) at: <http://www.wsd1.org/etr/>

Not only has Patrick Logan located some amazing "open source" freeware and identified some valuable educational resources which he shares on this web site, he has also compiled an extensive series of resources (including SMART Board activities) which can complement a "Flight" unit. Click the above link and scroll down to "Simulators", to examine and download these resources.

- [Best Internet Safety Resources](http://www.wsd1.org/internetsafety/) at: <http://www.wsd1.org/internetsafety/>

These resources help educators and parents teach children how to use the Internet safely.

- [Best SMART Board resources](http://www.wsd1.org/southd/SMART_Board/Default.asp) at: http://www.wsd1.org/southd/SMART_Board/Default.asp

Leslie Gentes, South District Support Teacher, has been responsible for fostering the on-going professional development and use of SMART Boards in her district. Beginning in 2004, Leslie has compiled and shared teacher-created SMART Board activities and resources through this site.

- **Best Educational Team - Educational Technology**

Over the past 40 years, as an educator in our Division (with brief stints with the Department of Education), I have had the opportunity to work with a variety of individuals. I believe that I am retiring having most recently worked with the best educational team.

Celia Caetano-Gomes, our Director, joined our team 2.5 years ago. She has challenged us to re-focus on the "educational aspect" (rather than the technical side) of Educational Technology. It is her vision that has focused our team on Inquiry with the infusion of ICT and how technology can be used to benefit students by changing the culture of learning.

I have always been impressed with the brilliance of Patrick Logan. Over the past year he has been on the forefront of educational change and has continually shared the innovations that he has gleaned from articles, web pages and podcasts. Working with Patrick to design workshops has been an exhilarating process in which I have learned much.

MaryLouise Lisi joined our team in 1991 and since that time has contributed greatly with her strong organizational skills. Much of her energy has been focused on advertising workshop opportunities and then conducting many P.D. sessions in her sensitive and compassionate manner. Her dedication to ensuring that all district mentors received consistent and timely information through minutes together with her email communication, helped keep everyone focused on fast approaching deadlines.


Leslie Gentes, as South District Support facilitator, has worked closely with our team this year as we explored and implemented our pilot with Information and Communication Technology (ICT). Her focus on the Inquiry project with South District schools provided our team with the perfect vehicle to foster ICT infusion. Her ability to work with and support K-12 educators with innovative projects has been a tremendous asset.

Each of the above have brought different strengths to our team but we were all passionate and committed to make educational improvements. I am so proud to have been part of this dynamic Educational Technology team and to know that our successes will continue due to the dedication and sharing nature of these professionals.

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Food for Thought: "The I Can't Funeral"

<http://www.storybin.com/positive/positive117.shtml>



Donna's fourth grade classroom looked like many others I had seen in the past. The teacher's desk was in front and faced the students. The bulletin board featured student work. In most respects it appeared to be a typically traditional elementary classroom. Yet something seemed different that day I entered it for the first time.

My job was to make classroom visitations and encourage implementation of a training program that focused on language arts ideas that would empower students to feel good about themselves and take charge of their lives. Donna was one of the volunteer teachers who participated in this project.

I took an empty seat in the back of the room and watched. All the students were working on a task, filling a sheet of notebook paper with thoughts and ideas. The ten-year-old student next to me was filling her page with "I Can'ts". "I can't kick the soccer ball past second base." "I can't do long division with more than three numerals." "I can't get Debbie to like me." Her page was half full and she showed no signs of letting up. She worked on with determination and persistence. I walked down the row glancing at student's papers. Everyone was writing sentences, describing things they couldn't do.

By this time the activity engaged my curiosity, so I decided to check with the teacher to see what was going on but I noticed she too was busy writing. I felt it best not to interrupt. "I can't get John's mother to come for a teacher conference." "I can't get my daughter to put gas in the car." "I can't get Alan to use words instead of fists."

Thwarted in my efforts to determine why students and teacher were dwelling on the negative instead of writing the more positive "I Can" statements, I returned to my seat and continued my observations.

Students wrote for another ten minutes. They were then instructed to fold the papers in half and bring them to the front. They placed their "I Can't" statements into an empty shoe box. Then Donna added hers. She put the lid on the box, tucked it under her arm and headed out the door and down the hall.

Students followed the teacher. I followed the students. Halfway down the hallway Donna entered the custodian's room, rummaged around and came out with a shovel. Shovel in one hand, shoe box in the other, Donna marched the students out to the school to the farthest corner of the playground. There they began to dig. They were going to bury their "I Can'ts"!

The digging took over ten minutes because most of the fourth graders wanted a turn. The box of "I Can'ts" was placed in a position at the bottom of the hole and then quickly covered with dirt. Thirty-one 10 and 11 year-olds stood around the freshly dug grave site. At this point Donna announced, "Boys and girls, please join hands and bow your heads." They quickly formed a circle around the grave, creating a bond with their hands.

They lowered their heads and waited. Donna delivered the eulogy.

"Friends, we gathered here today to honor the memory of 'I Can't.' While he was with us here on earth, he touched the lives of everyone, some more than others. We have provided 'I Can't' with a final resting place and a headstone that contains his epitaph. His is survived by his brothers and sisters, 'I Can', 'I Will', and 'I'm Going to Right Away'. They are not as well known as their famous relative and are certainly not as strong and powerful yet. Perhaps some day, with your help, they will make an even bigger mark on the world. May 'I Can't' rest in peace and may everyone present pick up their lives and move forward in his absence. Amen."

As I listened I realized that these students would never forget this day. Writing "I Can't's", burying them and hearing the eulogy. That was a major effort on this part of the teacher. And she wasn't done yet.

She turned the students around, marched them back into the classroom and held a wake. They celebrated the passing of "I Can't" with cookies, popcorn and fruit juices. As part of the celebration, Donna cut a large tombstone from butcher paper. She wrote the words "I Can't" at the top and put RIP in the middle. The date was added at the bottom. The paper tombstone hung in Donna's classroom for the remainder of the year.

On those rare occasions when a student forgot and said, "I Can't", Donna simply pointed to the RIP sign. The student then remembered that "I Can't" was dead and chose to rephrase the statement. I wasn't one of Donna's students. She was one of mine. Yet that day I learned an enduring lesson from her as years later, I still envision that fourth grade class laying to rest, "I Can't".

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Am I Really Needed?

reprinted from the February, 1989 issue of "Bits and Bytes"



Xvxn though my typxwritxr is an old modxl, it works wxll xxcxpt for onx of thx kxys. I'vx wishxd many timxs that it workxd pxrfxctly. Trux thxrx arx 42 kxys that function, but onx kxy not working makxs thx diffxrxnecx.

Somxtimxs, it sxxms to mx that our organization is somxwhat likx my typxwritxr -- not all thx pxoplx arx working propxrlly. You might say, "Wxll, I'm only onx pxrson. It won't makx much diffxrxnecx." But you sxx, an organization, to bx xffixixnt, nxxds thx activx participation of xvxy pxrson. Thx nxxt timx you think your xfforts arxn't nxxdxd, rxmxxmbxr my typxwritxr, and say to yoursxlf, "I am a kxy pxrson and thxy nxxd mx vxry much."



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HOW TO ... create PowerPoint "Jeopardy-like" resources


by Brian Metcalfe - Educational Technology



ICT - Information and Communication Technology

Educators who are moving toward infusing Information and Communication Technology (ICT) into their teaching are always looking for educational resources which they and their students can use. Over the past few years, I have created a number of PowerPoint "Jeopardy-like" resources which I have used to introduce topics or review areas of study. However with educators looking for alternatives to writing essays to meet the ICT continuum's big idea of "Produce and Show Understanding", PowerPoint educational games may prove to be a vehicle that students can use to demonstrate knowledge of a particular topic or concept. If a student or team can create a series of review questions with the correct answers and place them into a PowerPoint educational game template, they obviously can demonstrate knowledge while engaging their peers in a unique review process.

In order to find PowerPoint Jeopardy resources on the Internet, I simply entered "PowerPoint games" (without quotes) into a search engine. Not only are "Jeopardy-like" web resources located, but other TV game shows including "Who Wants to be a Millionaire?", "Hollywood Squares", "Wheel of Fortune" and "The Weakest Link" using the PowerPoint application are also available. If you are looking for ready-made PowerPoint Jeopardy activities, these too can be downloaded to be used in a multitude of K-12 activities.

 "Infusion Activity" Helping to implement LwICT			
E.L.A.	Science	Social Studies	Mathematics
<u>1</u>	<u>6</u>	<u>11</u>	<u>16</u>
	<u>7</u>		<u>17</u>
<u>3</u>	<u>8</u>	<u>13</u>	<u>18</u>
<u>4</u>		<u>14</u>	<u>19</u>
<u>5</u>	<u>10</u>	<u>15</u>	

- [PowerPoint Jeopardy Manual](http://www.etc.net/Trainer/Handouts/PowerPoint%20Jeopardy%20Handout.pdf) by Cary Harr from:
http://www.etc.net/Trainer/Handouts/PowerPoint%20Jeopardy%20Handout.pdf
- [PowerPoint Jeopardy game template](http://www.etc.net/resources/Jeopardy/jeopardytemplate.ppt) by Cary Harr from:
http://www.etc.net/resources/Jeopardy/jeopardytemplate.ppt
- [Directions for Creating a Jeopardy Game](http://teach.fcps.net/trt10/Documents/JeopardyDirections.doc) by Kim Overstreet from:
http://teach.fcps.net/trt10/Documents/JeopardyDirections.doc
- [Jeopardy Game template](http://teach.fcps.net/trt10/Documents/jeopardytemplate25.ppt) by Kim Overstreet from:
http://teach.fcps.net/trt10/Documents/jeopardytemplate25.ppt
- [Multi-Q - A Question & Answer Review Game Manual](http://www.esu5.org/techteacher/sampleactivities/multiq/multiqinstructions.pdf) from:
http://www.esu5.org/techteacher/sampleactivities/multiq/multiqinstructions.pdf
- [Multi-Q - Blank Game Template](http://www.esu5.org/techteacher/powerpoint.htm) for PowerPoint 2000 from:
http://www.esu5.org/techteacher/powerpoint.htm
- [Teacher PowerPoint Templates](http://www.vickiblackwell.com/ppttemplates.html) from:
http://www.vickiblackwell.com/ppttemplates.html

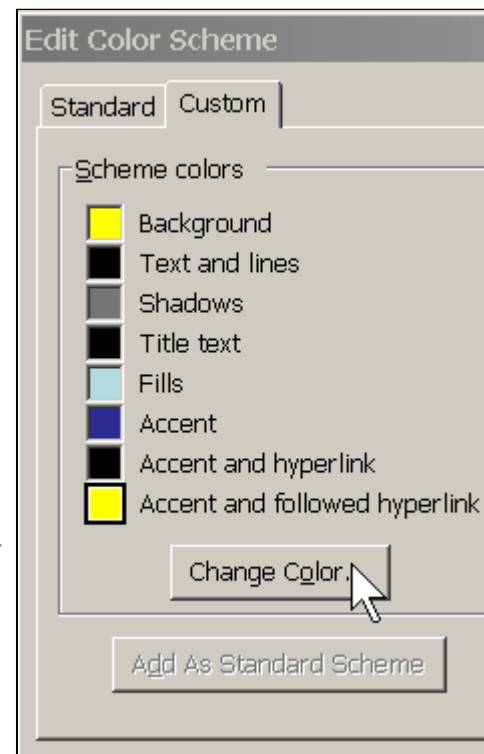
- [PowerPoint Games](#) - Download the templates and add your curricular content from:
<http://jc-schools.net/tutorials/PPT-games/>

On the other hand, if you want to examine and download Jeopardy-like PowerPoint curricular resources that have already been created for elementary, middle and high school subjects, check out the following web sites:

- [Jeopardy Games](#) created by the teachers of Hardin County, Kentucky from:
http://www.hardin.k12.ky.us/res_techn/countyjeopardygames.htm
- [PowerPoint Games](#) created by the teachers of Jefferson County, Tennessee from:
http://teach.fcps.net/trt14/Power%20Point%20Games/power_point_games.htm

Both of the above sites include templates and instructions near the bottom of the page.

Technical Tip: Individuals who are creating their own Jeopardy-like education games using PowerPoint often enquire as to how one can have the selected hyperlinks "disappear" when a particular button has been selected. For example, when one examines the AutoShape "action buttons" on the previous "Infusion Activity" image, one notes that hyperlinks for buttons 2, 9, 12, and 20 have already been chosen and the hyperlinks have disappeared. Actually the links have not disappeared but I have edited the colour scheme so that "visited links" are displayed in yellow on a yellow button. This means that when one starts the activity all 20 buttons are displayed with black underlined numbers which are hyperlinks to a particular card or question. When the PowerPoint Slide Show is presented to the class and, for example, the black "2" text link is chosen, the template transfers the student to the second question. However when one is transferred back to this initial game board, PowerPoint updates the link colours. Since the hyperlink "2" has been visited, the black number and underline are changed to yellow to blend in with the yellow button background and the link which is now "yellow on yellow" effectively disappears. To edit the hyperlink colours, one can chose the PowerPoint menus of Format -> Slide Design -> and then the "Edit Color Schemes" in the bottom right hand corner. If the "Background" and "Accent and followed hyperlinks" are changed to the same colour as illustrated, the hyperlinks will effectively "disappear" after they have been selected during a presentation.



Literacy with Information and Communication Technology (ICT): Based on the subject areas that students are reviewing, PowerPoint educational activities can be used to effectively meet the following Literacy with Information and Communication Technology (ICT) descriptors:

Plan and Question:

- P-1.2 follows given plans
- P-2.2 adapts given electronic plans
- P-3.2 designs own electronic plans

Gather and Make Sense:

- G-1.1 finds and collects information (text, images, data, audio, video) from given media sources

G-1.2 identifies sources of information and provides bibliographic/reference data

G-1.3 records data or makes notes on gathered information and ideas using given categories and given ICT

G-1.4 collects primary data using electronic devices

Produce to Show Understanding:

Pr-1.1 participates in establishing criteria for student-created electronic work

Pr-1.2 composes text, records sound, sketches images, graphs data, and/or creates video

Pr-1.3 edits electronic work according to established criteria, conventions, and/or standards

Pr-2.2 revises electronic work to improve organization and clarity, enhance content and artistry, and meet audience needs, according to established criteria, feedback, and personal preferences

I trust that you and your students will find these PowerPoint resources beneficial.

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"Bits and Bytes" Newsletter Index 2006-2007 -- Vol. 23

by *Brian Metcalfe - Technology Education*



Background: This year, "Bits and Bytes" was reduced from its traditional nine monthly issues to five which were shared during the alternate months between October and June. Although only three copies of each newsletter issue were sent out in "hard copy" format to each school, an extensive list of recipients were notified by e-mail on a regular basis when each publication was available for perusal on-line at:

<http://www.wsd1.org/bitsbytes/>

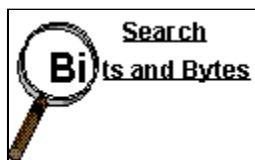
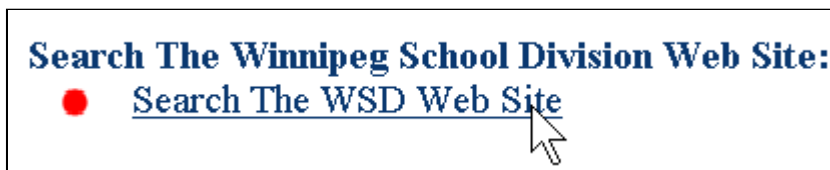
Once again our June issue provides a mechanism by which our readers can find those relevant topics and search out the "gems" from more than 55 pages that have been published during the present school year. As more and more educators become involved using computers, it becomes more difficult to write articles which are immediately applicable to all, as this larger group lacks the homogeneity it once had when all were neophytes with respect to computers and technology. Educators need to reach a certain "readiness level" before they can change or adopt a new technique. For some that are at this critical level, certain articles may immediately influence them when they first encounter the information presented in each monthly issue. However, the vast majority, will remember that "something was written about it in 'Bits and Bytes'" and hopefully they will be able to search for it when the need arises.

Search Techniques: As more educators gain access to the world wide web, it is important that they learn specific search techniques to make retrieving information more efficient. Rather than looking at various June indexes, it will be much faster for the user to utilize a computer to search for information.

In February, 2007 our Divisional web page was redesigned and updated significantly. However because our Division web page is in a state of transition, readers are encouraged to use a variety of search techniques to help locate information. As readers are aware, a number of "Bits and Bytes" articles focused on Literacy with Information and Communication Technology (ICT) during 2006 - 2007. If educators and students rely on only one search technique, they may miss valuable resources. For example, many readers like to use the new "Search WSD" utility that is built into our new Divisional home page. When "ICT" (without quotes) is entered into this search field and the "Search WSD" button is pressed the search routine returns with five entries.



On the other hand, when staff visit our new Divisional web page and login, they are transferred to the "Staff Resources Home" page where they can click the "Search" link at the top of the page to transfer to the "Search Page" at: <http://www.wsd1.org/search/> Educators who click the "Search The WSD Web Site;" link and enter "ICT" (without quotes) will be pressed with 100 entries as both the Division and all school web sites are searched for "ICT" references.



If one wishes to narrow one's search to only those topics covered in a "Bits and Bytes" newsletter, published on the web, it would be most efficient to use the "built-in" search process that can be found on the initial "Bits and Bytes" web page at:

<http://www.wsd1.org/bitsbytes/>

Regardless of how you search for information, be it the traditional "hard-copy" index or the more powerful search tool off our Divisional web page and the new search button on my "Bits and Bytes" web page, it is my hope that the information presented in "Bits and Bytes" will continue to meet your needs.

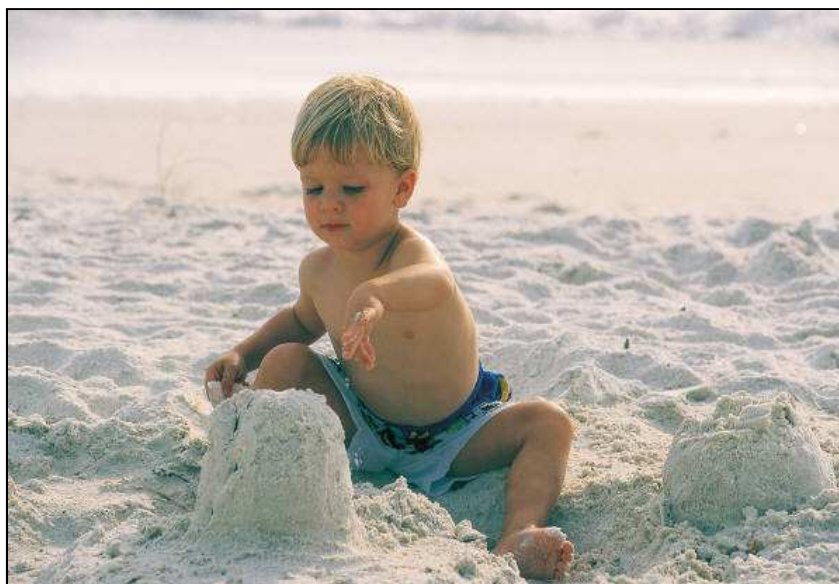
The following convention has been maintained. If the entry appears in CAPITAL OR UPPER CASE LETTERS it indicates that this is the exact TITLE of the article. If, on the other hand, the entry appears in small or lower case letters, it describes the contents of the article. This method will provide readers with more than one way to access the information contained in "Bits and Bytes" - Volume 23.

Article TITLE and Contents	Month/Yr.	Page(s)
"BITS AND BYTES" - NEW DISTRIBUTION FORMAT	Oct-06	2
"BITS AND BYTES" NEWSLETTER INDEX 2006-2007 -- VOL. 23	Jun-07	9 - 12
"CURRICULUM NAVIGATOR" - WHERE ANIMATION SUPPORTS LEARNING	Apr-07	6 - 7
"DIGITAL STORYTELLING" - BACK BY POPULAR DEMAND!	Oct-06	7 - 8
"Hollywood Squares" PowerPoint activity	Jun-07	7 - 9
"LITERACY WITH ICT ACROSS THE CURRICULUM" RESOURCE SITE	Dec-06	2

Article TITLE and Contents	Month/Yr.	Page(s)
"STAR-DOT-STAR" TO THE RESCUE	Apr-07	5 - 6
"The Weakest Link" PowerPoint activity	Jun-07	7 - 9
"Wheel of Fortune" PowerPoint activity	Jun-07	7 - 9
"Who wants to be a millionaire?" PowerPoint activity	Jun-07	7 - 9
Activities that may be enhanced with the use of Photo Story 3 freeware for XP computers	Feb-07	4 - 8
Activity - The I Can't Funeral	Jun-07	5 - 6
Activity - Use Audacity freeware to create a podcast, radio play or rap	Dec-06	6 - 9
AM I REALLY NEEDED?	Jun-07	6
AN ICT CHRISTMAS GIFT WITH LOTS OF RAPPIN'	Dec-06	10 - 11
ANIMATION BOUNCE ACTIVITY #1	Apr-07	4
ANIMATION PERSPECTIVE ACTIVITY #2	Apr-07	5
AutoShape hyperlinks can be designed to disappear in PowerPoint	Jun-07	7 - 9
Best of History Web Sites	Jun-07	1
Blackwell's Best Links for Technology Integration	Jun-07	1
Caetano-Gomes, Celia - Best Educational Technology Team Member	Jun-07	4
CLAYMATION GETS YOU "ANIMATED"	Apr-07	2 - 10
CREATIVE CLAYMATIONS	Apr-07	7
Dawson, Donna - "Internet Safety Week at Sargent Park School"	Dec-06	4 - 6
Digital Storytelling fosters student learning	Oct-06	9
Digital Storytelling meets many Literacy with ICT descriptors	Feb-07	4 - 8
DIGITAL STORYTELLING REGISTRATION FORM - 2007	Oct-06	10
DON'T GET "HOOKED" ON PHISHING...	Feb-07	9 - 11
FAQS ON PODCASTING WITH " SOUND RECORDER" AND "AUDACITY"	Dec-06	6 - 9
FOOD FOR THOUGHT: "I AM THANKFUL FOR...."	Feb-07	8 - 9
FOOD FOR THOUGHT: "THE I CAN'T FUNERAL"	Jun-07	5 - 6
FOOD FOR THOUGHT: "THE NIGHT BEFORE CHRISTMAS"	Dec-06	12 - 13
FOOD FOR THOUGHT: "TWO SCULPTORS"	Oct-06	3
FREEBIE - "The Hat" freeware randomizes the selection of students	Feb-07	12
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