

One-to-One

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Dear Colleague,

Welcome to the May edition of the AALF newsletter. This month's issue is focused on Web 2.0. AALF President **Bruce Dixon** discusses the secret art of the possible; **Susan Einhorn**, Executive Director of AALF, talks about Web 2.0 and learning opportunities; and Karen Ward discusses Web 2.0's role in student literacy. Karen also responds to last month's newsletter, sharing her thoughts on partnerships. We also have articles from teacher **Sharon Peters**, who shares the various uses of Web 2.0 in her classroom, and **Jackie Gerstein** who discusses the use of a project-based wiki, and how it can benefit student driven learning. In addition, we are lucky to have two recommended reading lists this month from **Will Richardson** and **Sylvia Martinez**.

Just a reminder: you can read each article in its entirety by clicking on the link at the end of the article. You can comment or add your stories to any of these articles. We would love to hear from you!

Enjoy!



AALF Leadership: Executive Director's News and Thoughts

I CONFESS, I TWITTER

By **Susan Einhorn**, Executive Director

[Anytime Anywhere Learning Foundation](#)



Okay, I confess, I use Twitter. And I enjoy it. I have learned more and about a wider range of issues from Twitter in the last few months than from any other media source.

According to a recent study of Twitter users by [MarketingProfs](#), almost 100% of the 425 people questioned say that they use Twitter because they find it "exciting learning new things from people" and they "value getting information in a timely manner." I couldn't agree more.

The following are a few examples of interesting books, articles, or websites I learned about on Twitter:

[Turning Learning Right Side Up: Putting Education Back on Track](#) by Russell Ackoff and Daniel Greenberg

[The Disadvantages of an Elite Education](#) by William Deresiewicz

[Wordle](#)

[Voice Draw](#)

[Teaching With Twitter](#)

[Tinkering School](#)

["Where Do You Learn?": Tweeting to Inform Learning Space Development](#)

True, some people sneer when asked about Twitter claiming they don't really want to let everyone know what they're eating for breakfast, or what Ashton Kutcher is doing. This attitude makes you realize just what a bad rap Twitter is getting in the more traditional media. Turf wars perhaps?

On the other hand, Web 2.0 is much more than Twitter, Facebook or MySpace. It's much more than any list of websites or tools. Web 2.0 is a way of rethinking how we interact with each other, with ideas, and with our own creativity using technology as the means to link it together. It's about connecting, sharing and participating, and our responsibility in each of the interactions in which we get involved. Where Web 1 allowed us to look, lurk, stay safely on the fringes, Web 2.0 encourages us to dive in and mess around, get involved, play.

Some Web 2.0 applications, such as MySpace and Facebook, have been quickly adopted by young people, to the discomfort of many adults. Other applications have been adopted by a slightly older crowd, emitting a different "vibe" to the world based on their audiences. It seems clear that these tools are here to stay and redefine our relationship with technology and the global community, so it is important that educators experiment with them to see how and when they can open up new learning opportunities. Although it may seem easier to block these sites, censorship is rarely, if ever, productive and doesn't benefit students in any real way. What can benefit them is seeing your willingness to take a few risks as you explore new ways to learn and even your openness to using students as resources and mentors.

In this issue, Bruce Dixon has written a provocative article on what the real focus of 1:1 should be. As well, you'll find thought-provoking reading lists, a calendar of upcoming events to stretch your learning and thinking, and two great examples of educators, one from Quebec, Canada, the other from Arizona, who are using Web 2.0 applications as essential learning tools in their schools. We know there are many more great stories, so please share your experiences using Web 2.0 tools with the AALF community by sending us your comments or by completing our Web 2.0 survey below. We look forward to hearing from you.

Enjoy this month's issue!

Susan

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President's Message

THE SECRET ART OF THE POSSIBLE

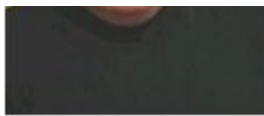
By **Bruce Dixon**, President

[Anytime Anywhere Learning Foundation](#)



When I'm speaking publicly, I often start by reflecting on the good fortune I have in being exposed to the enormous range of experiences, expertise and wisdom that comes from working across the diverse range of cultures that I'm exposed to in my travels.

Having now worked with government and policy leaders, and educators across



Having now worked with government and policy leaders, and educators across more than 40 countries over the past 10 years, I'm taken not only by those distinct things that separate one culture from the other, but even more so by those things we share. Of all those common ideas and ideals, one that I find most interesting is the widely spread mythology and misunderstandings around teachers' enthusiasm for using computers, and their readiness to adopt new practice to do so.

Click [here](#) to read more about Bruce's thoughts on the 'secret art of the possible.'

1-to-1 Global Storybook Part I

WEB 2.0 AND LEARNING IN THE REAL WORLD

By **Sharon Peters**, English and Computer Studies Teacher
[The Study](#), Montreal, Quebec.



Visit Room 1 in my school during the first period of a typical day, and you will find small groups of students working on their laptops in clusters. Some of the group members might be tweaking their group website, created with social software, which has been designed to promote a needy school in Nepal. Another group member might be editing their audio file that will soon be uploaded to become a podcast about news in Nepal, and then embedded into their site. A few of the students are collaborating

on a Google doc brainstorming educational content soon to be created and uploaded onto an XO machine to be sent off to Nepal or Africa.



Members from another group have already filled out peer reviews of their group members in an online survey created with Google forms and are watching the YouTube video about their partnering school in South Africa. Soon they will be creating short video essays to be exchanged with students in the townships of Cape Town.

An hour later, the class changes and a new group of students begin their work. Students from dozens of schools in US and Canada are using raw footage from a National Geographic photojournalist who embedded herself in a Sudanese refugee camp for a few weeks. You observe several students drafting peer reviews of student-created video documentaries on a Ning social networking site. Not only have students been invited to use the site, but professional documentary experts from such organizations as PBS, Discovery and National Geographic are there to help the students with expert advice and critiques. Another group is inserting the audio file from their Skyped-out interview of a director of a Doctors' Without Borders Camp in Sudan into their documentary project. During the class, students raise concerns about copyright issues of using popular music for their videos. One of the students offers to begin a forum discussion about the issue on the Ning social networking site.

The teacher has moved to Room 14 for the next class. The students waiting have already checked out the class wiki to see what is planned on the embedded Google calendar. Several have navigated to their class blogs to check out new posts and comments. Others are putting the finishing touches on their web-based concept map of the characters of the Shakespearean play they are studying. During the brief advisory period following this class, students work together to create a slideshow about Kiva, an online charity service that facilitates micro-loans to entrepreneurs in developing nations. The students hope to persuade the student council that this would be a worthy cause to which donated money can be directed. They intend to show their student leaders how easy it is to track the progress of the loan and its repayment over time.

Their teacher, mostly hovering in the background to facilitate discussions and briefly model tools and navigation of online spaces, is busy between classes generating and responding to emails of collaborative project teachers, text-skying with the Teachers Without Borders team members, and adding more content to the Moodle environment for the upcoming TWB visit to Africa. She is also using Google talk to keep in touch with the teacher in Nepal who has limited Internet access. Over Skype chat, she touches base briefly with South African and Kenyan educators from Non-Governmental

she teaches basic literacy and math skills to African and Kenyan educators from non-governmental Organizations (NGOs) who are helping with the logistics and planning of the teacher workshops in Africa during the TWB visits in July and August. Throughout the day, she also checks in briefly with her Plurk and Twitter accounts to keep informed of what is happening "out there". Several parents have told her they enjoy following her on Twitter, much to her surprise. Twitter has provided almost-instant expert advice contact with innovative educators from around the world.

These are all real-life examples from my typical day. My students have wowed me this year with their seamlessly fluid and creative use of online tools and environments. What we call "Web 2.0" has undergirded and provided the driving force to these student-empowering projects which are designed to create engaged learners making a difference in their world. It has been an incredible year! To my delight, Teachers Without Borders have been invited to facilitate workshops for ICT education in six locations in South Africa and Kenya during July and August. Web 2.0 tools and spaces have been the number 1 demand by the educators in Africa - should we be surprised?

Sharon Peters is a high school teacher of English and Computer Studies at The Study, an independent school in Montreal. She recently completed an M.A. in educational technology with a focus of online collaborative learning for high school students. Her students have participated in several award-winning international online collaborative projects with classes around the world using various online tools and environments. You can follow Sharon Peters on Twitter: speters

Resources

WHAT'S ON YOUR NIGHTSTAND?

AALF asked Will Richardson, author of [Blogs, Wikis, Podcasts, and Other Powerful Tools](#), as well as the highly ranked and read Edublog [Weblogged](#), to list the top ten books he'd recommend to our AALF community. In no particular order, here's what he said:



1. [Here Comes Everybody: The Power of Organizing without Organizations](#) by Clay Shirky
2. [How: Why How We Do Anything Means Everything...in Business \(and in Life\)](#) by Dov Seidman
3. [Informal Learning: Rediscovering the Natural Pathways That Inspire Innovation and Performance](#) by Jay Cross

Click [here](#) to read the rest of Will's List.

Do you have a top ten list of books you'd like to recommend? Let us know! We will be including book lists from other educators in upcoming issues, so stay

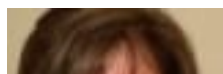
tuned!

You can follow Will on Twitter: willrich45

AALF Coaching and Consulting

HAVING THE WORLD AT OUR FINGERTIPS

By **Karen Ward**, Manager of Coaching/Consulting Services
[Anytime Anywhere Learning Foundation](#)



I believe Benjamin Bloom would have loved living, exploring and teaching in a world



that includes Web 2.0 because he was known as a man of great talents, including *having a nose for what is significant* ([Wikipedia, Bloom's Theories](#)). Web 2.0 is significant in that it has changed some very basics about the world in which we live, including the world of education. I have found that aligning Web 2.0 resources with research based Best Practices and *Bloom's Taxonomy- Learning in Action* has expanded my pedagogical understanding and empowered students to learn more indepth and to 'show and share' this deeper understanding more successfully in more unique ways.

Literacy, Text, and Web 2.0 Engagement

Until recently students were literate when they could read text that had generally been produced by someone else and then write their own unique text, most often for a limited audience like a teacher. Although a student could conceivably write letters, diary entries, and produce formal text, she did so with a lag time between. For example, when I first started requiring my students to write editorial pieces more than twenty years ago, it was with the understanding that I would eventually bundle their work together and send their text pieces off through the mail to a newspaper with the hope that several of these student writings would catch an editors eye and that they would then be included in an upcoming edition. All of this might take two weeks to occur and the preparation for this work was heavily based on the students' abilities to navigate their way through written text that I provided for each of them. I remember the delight when eventually we would read a student's work printed in the newspaper for the world to read.

Fast forward to a classroom today and you would find major changes in this same type of assignment. Students would still be involved in interpreting text but expectations for each to produce more text in more unique ways have changed dramatically. Why? Because of the resources available online and the interactive nature of Web 2.0. Our understanding of text today is quite different because text itself has evolved due to online resources. Students have access to a broader range of text on an individual basis (which leads to differentiated instruction and learning!). In his book, [A Field Guide to Using Visual Tools](#), [David Hyerle](#) provides us with a more appropriate and thorough explanation of the meaning of text today, particularly the wealth of media text available online: Text are patterns of information, layered, found in many forms and requiring interpretation. If applied, this explanation requires teachers to prepare their students so they can successfully 'read' traditional text, graphic text, media text...in fact, any text that has meaning. The nature of producing text has also changed and consequently students are more often involved in this activity as well. Through the use of wikis, blogs, online discussion, and social (or academic) networks, students are actively contributing to the collective narrative of the web. Perhaps the most dramatic change possible is with educators themselves. Today we can envision our classes as places where students learn how to listen, speak, read, write, think and act as historians, novelists, biologists, and mathematicians and not just as consumers and occasional producers of unique text. During a coaching visit at a school several weeks ago I asked a 1-to-1 student, "Why do you like learning in a 1-to-1 class?" His response was simple and summarizes the potential of Web 2.0 for our students: "I have the world at my fingertips and I am part of it."

How can we educators learn to build these powerful learning cultures in our classes and schools? Share your ideas with one another at our [Ning discussion site](#) or participate in one of the upcoming online trainings that AALF will be offering this summer.

Karen

Survey Says....

WEB 2.0 SURVEY



Do you use Web 2.0 in the classroom? If so, what websites do you use? Please consider responding to a very short [survey](#) we have posted about Web 2.0.

If you missed last month's quick survey about partnerships, it can be answered [here](#).



We will collect your responses and share your insights with the AALF community in the



We will collect your responses and share your insights with the AALC community in the near future.

Thank you for participating!

1-to-1 Global Storybook Part II

'CREATIVE WEB TOOLS FOR AND BY KIDS': CONSTRUCTIVISM, WEB 2.0, AND THE CLUB PENGUIN GENERATION

By **Jackie Gerstein**, Ed.D.

Today, the interconnected student is using multiple applications and platforms to rework and create texts, ideas, images, musical compositions, literary works, and video clips. Preparing today's youth to succeed in the digital world requires a new kind of teaching and learning, one that embraces these emerging technologies. "Schools need to move away from the monolithic instruction of batches of students toward a modular, student-centric approach" (Christensen, Horn, & Johnson, 2008, p. 9). Using this pedagogy, students construct their knowledge by determining what they want to learn and then designing their own learning experiences to do so. Students drive their own knowledge and skill acquisition through the use of emerging technologies and educational networking.

Creative Web Tools For and By Kids is an example of how 21st century pedagogy and emerging technologies are being translated into action. Creative Web Tools is a project-based wiki set up to be the workstation for exploring, interacting with, learning from, and creating with emerging technologies. It is designed for students, ages 8 to 14, to use emerging technologies for engaging, thinking, learning, collaborating, creating, and innovating. Students identify a topic of interest, then a wiki page is created for that topic. This page is used to identify specific learning goals, to locate and post links to sites that support those interests, and to begin creating web-based projects to creatively demonstrate their learning experiences. Creative Web Tools has its foundations in social constructivism whereby students drive their own learning experiences through educational networking and the use of emerging technologies. They construct their knowledge by determining what they want to learn and then designing their own learning experiences to do so. The key learning experiences involved in this project are described below.

Personal Identity

The need for a personal identity has grown stronger with social medias like Facebook and MySpace, and in the case of tweens, Club Penguin. One of the draws of social networking is the ability to create personal identities. For Creative Web Tools For and By Kids, the students use online tools to create avatars, with web tools such as DoppelMe or Voki; and to produce media shows about their interests in a video such as Animoto, in an interactive timeline such as Dipity, and/or through a digital slideshow such as Mobyling.

Learning About Topics of Personal Relevance

The Club Penguin generation also has the capability to access information immediately through Google searches, Wikipedia, and interconnected websites. The associated skills include the ability to (1) evaluate the web sources for credibility and relevancy, and (2) slow down, read, and comprehend the content.

In connection to this project, kid-friendly search engines are used to identify web pages that the students think might be of interest to other students. It is framed as, "You are the researchers. You know what types of webpages and information other kids would like. It is your responsibility to locate those sites and include full descriptions on your project pages." The search tools for this project are Thinkfinity, Kidsclick, and iThaki for Kids. Each identified website is analyzed using the Website Investigator Tool which can be found on Kathy Schrock's Discovery Guide for Educators.

Human Interaction.

Web 2.0 has created a richly, immersive learning environment. If the kids, outside of school, cannot chat with, comment upon, interact with, or manipulate the media, they will not stay with that web application.

The use of a Wiki permits the ability to connect asynchronously. Other classes have been invited to participate in the project. In addition to the initial class from Southern Arizona, a class from Illinois and one from the country of Turkey participates. The school group from Turkey created a wiki page so others could learn about their country.

Creative Expression

The soul of this project is the creation of student-produced and generated demonstrations of their knowledge. The options are as broad as the tools available. Some of the tools offered are:

- [VoiceThread](#)
- [Tikatok for Online Books](#)
- [Animoto](#)
- [My Studiyo Quiz Maker](#)
- [Image Chef - Visual Poetry](#)
- [Wordle](#)
- [Glogster "Mash-Up"](#)
- [Xtranormal](#)

Once students put personalized media onto a webpage, the call goes out to "please visit my page". The associated skill is learning how to give and receive respectful, concrete, and growth-oriented feedback to and from their peers.

Parting Shot

"By over-theorizing and over-valuing product and undervaluing the rich processes of learning, the joy, fun, challenge, and meaning have, in part, been stripped out of educational activity. Learning is reduced to work, to academics, or becomes simply the activity of being a student." (Barab, Arici, & Jackson, 2005).

References

Barab, S. A., Arici, A., & Jackson, C. (2005). Eat your vegetables and do your homework: A design-based investigation of enjoyment and meaning in learning. *Educational Technology*, 65(1), 15 - 21.

Burchsted, S. (2003). Future studies: Preparing learners for success in the 21st century. New Horizons. <http://www.newhorizons.org/future/burchsted.htm>

Christensen, C. M., Horn, M. B., & Johnson, C. W. (2008). *How Disruptive Innovation Will Change the Way the World Learns*. Columbus, OH: McGraw-Hill.

Jackie Gerstein's, Ed.D., philosophy of is: "I don't do teaching for living, I do teaching as a my doing . . . and technology has increased my passion for doing so." She is an elementary gifted teacher, and an adjunct faculty for Kaplan and Argosy Universities. You can find out more about Jackie at www.jackiegerstein.weebly.com and follow her on Twitter: jackiegerstein

Resources

NEW WHITEPAPER ON "STUDENT SUPPORT OF LAPTOP PROGRAMS" RELEASED

Sylvia Martinez, President of [Generation YES](#), recently contacted AALF to let us know about the release of a new Generation Yes Whitepaper entitled 'Student Support of Laptop Programs'. The PDF version of this free resource can be found in the [resources section](#) of the Generation Yes website.

Generation YES offers school-friendly online tools, innovative project-based curriculum, and customized support to schools seeking to include students as leaders, mentors, and collaborators in technology integration and literacy efforts.

WHAT'S ON SYLVIA'S NIGHTSTAND?

Sylvia also shared with us her list of the top ten books she'd recommend to members of the AALF community. In no particular order, here's what she said:



1. [1491: New Revelations of the Americas before Columbus](#) by Charles C. Mann
2. [Fluke: Or, I Know Why the Winged Whale Sings](#) by Christopher Moore
3. [Rock, Paper, Scissors: Game Theory in Everyday Life](#) by Len Fisher

Click [here](#) to read the rest of Sylvia's List.

Sylvia Martinez, President of Generation Yes, is a veteran of interactive entertainment and educational software industries. She has been a featured speaker at national education technology conferences in areas ranging from the use of the Internet in schools, Web 2.0 technologies, student leadership, project-based and inquiry-based learning with technology and gender issues in science, math, engineering and technology (STEM) education. You can follow Sylvia on Twitter: [smartinez](#)

Reaching Out

HELPING TEACHERS IN SOUTH AFRICA



Kobus Van Wyk, the Director of Khanya, a project of the Western Cape Education Department, South Africa, informs us that teachers in South Africa soon will be offered a subsidy to purchase a laptop. Because very few teachers are familiar with laptops and technology in the classroom, there is concern that teachers will not take up the offer. One initiative to assist teachers is the development of a book, *Laptops for teachers - 101 questions and answers*, containing questions teachers may have and answers based on other teachers' experiences. As part of his research for this book, Mr. Van Wyk has posted these questions and answers on his blog that can be found [here](#).

Mr. Van Wyk is looking for teachers from around the world to provide feedback about the appropriateness and usefulness of the questions and answers. If you can help, please go to his [blog](#) and give him some feedback.

Coaches' Corner

AALF COACHING

AALF coaches provide support for educators at all levels and, working either individually or in expert teams, coaches and consultants support educators and policy makers at every phase of their 1-to-1 initiative. This includes creating a vision, designing appropriate goals, translating plans into action, choosing the most effective technology tools and designing technology support, providing professional development opportunities, and using data to reflect on the effectiveness of their program.

Working with individual leaders and teams of educators, AALF coaches incorporate:

- Face-to-face and additional communication sessions
- Online learning opportunities
- The use of Web 2.0 online collaborative communication tools such as blogs and wikis
- Professional development support with AALF associates who are currently working in highly effective 1-to-1 schools.

For additional information regarding AALF coaching support, go to www.aalf.org or contact Karen Ward at kward@aalf.org

Response Article

PARTNERSHIPS...WHAT ARE WE WAITING FOR?

By **Karen Ward**, Manager of Coaching/Consulting Services
[Anytime Anywhere Learning Foundation](http://www.aalf.org)

Here, Karen Ward responds to the theme of last month's newsletter: Partnerships.



If we wait for a perfect time or opportunity to form a partnership it may never happen. Although there are various reasons or excuses for this, it serves our purpose more so today to examine the positive outcomes from partnerships.

Some years ago a friend of mine taught me that a ship's deck has partners included in the design. These are heavy timbers, called 'partners', which provide strength to support the mast of the ship. These partners also provide support to one another. I think there are several important connections we can make

between a sailing ship and partnering, and specifically the opportunity in AALF coaching partnerships. Envision...

- * the body of your sailboat as the vision and goals of your 1-to-1 program
 - * the mast as the strategies or what you will do to achieve your goals, and
 - * the partners (or timbers) as the various actions or how you will act upon the strategies.
- These actions come from both internal and external partners; they help provide the support to your 'mast' as your 1-to-1 ship moves forward.

As you build this image in your mind you can also envision the positive outcomes for students, educators, school, and community. For the remainder of this article I would like to address the last bullet included above.

The aim of AALF coaching is to provide support to educators at every stage of their program. Like the partners in a ship, AALF coaches act as external partners in supporting educators in their challenging work. We all know that two or more experts (or partners) working together will better address the 1-to-1 educational needs of a school because partnerships bring together bright, knowledgeable, and experienced people. Connect the AALF coaching aim and the partnering setting described above and you can imagine the powerful possibilities.

Here are three ways AALF coaching can provide support and strength to your 1-to-1 learning program:

Professional development

What makes some professional development activities more effective than others? First, educators within a school identify a focus for their learning and the continued development of the school as a whole based on their goals, strategies, and actions. Generally, leadership then identifies someone, often-times an outside partner, who can provide insight, training, and an effective way of thinking and talking about their work. Lastly, that partner continues to provide limited support over a period of time as

talking about their work. Lastly, that partner continues to provide limited support over a period of time as the school implements what they have learned and as they evolve their understanding. Effective professional development should be supported by reliable research and should provide tools for educators to use as they implement what they learn. For example, research tells us that 1-to-1 students are more engaged in the writing process through extensive writing, correcting and editing, that they learn more because they are more engaged in reading, writing, communicating, and analysis of information and text. These outcomes are very desirable, but how does a staff translate these research findings into instructional actions that align with their ship (above), and how can an entire staff build their 1-to-1 pedagogical understanding and culture so that they can share instructional strategies and student learning activities with one another?

AALF coaches work alongside educators on campus to design effective research-based professional development that will meet the needs of the school. They then provide ongoing support as educators translate what they have learned into action. Here is an example of tools that AALF coaches employ (NOTE: This tool is 'housed' at my [Ning Education site](#) titled: "What are the Best Practices of Effective 1-to-1 Classes?" You may be required to join this free educator resource before you can access the tool or connected discussion).

Thinking partners

In this role AALF coaches assist in the thinking and performance of individuals and groups regarding effective 1-to-1 implementation. This collaboration and teamwork invariably includes asking wise questions and looking for the right answers. Questions like:

- * What is our vision for 1-to-1 learning and what do we believe it will do to meet our educational goals?
- * How will we know we are being successful with our 1-to-1 implementation-what evidence will we use to measure levels of success? How will these measures empower us to know our next steps with regards to professional development?
- * What does an effective 1-to-1 deployment look like? What are our next steps in planning our deployment?
- * What should 1-to-1 teachers and students be doing each day in class? What tools can we provide for teachers to understand the changes they must make in their pedagogy and instruction?

Coaches are involved in AALF events, like the upcoming online 21 Steps to 21st Century Learning Institute. The items on the agenda provide a view of the breadth of support both institutes and coaches can provide. (NOTE: This document can be found at the AALF Ning site titled: "1-to-1 Leadership Groups" You will be required to join this free educator resource before you can access the tool or connected discussion).

Consultants

In a consultant role coaches provide information on both the how and why of 1-to-1 practices and implementation. They act as a knowledge/information resource and liaison to other resources. They deliver technical knowledge and examples while providing guidance for planning, implementation, and monitoring. They provide tools and processes appropriate for the schools need. They make strategic recommendations related to vision, planning, implementation, and monitoring. They work as partners so you can achieve your 1-to-1 goals and vision.

And so,....

If we wait for a perfect time or opportunity to form a partnership it may never happen. However, just as the mast of a ship profits from the support of the ships partners, so do educators, students, and community profit from the support of partnership work.

Karen Ward acts as the AALF Manager of Communications and Consulting/Coaching. You can reach her at kward@aalf.org or (425) 223-3753.

Announcements

INTERESTING NEWS OUT OF ILLINOIS



The [Illinois Mathematics and Science Academy](#) announces the start-up of [cool.hub.imsa](#). Cool.hub.imsa will connect learners of all ages and give them tools to explore their big "What if" questions, develop their ideas and innovate together, without needing traditional organizational structures. Through a combination of physical and virtual meeting spaces, cool.hub.imsa will provide opportunities for collaboration and resources that accelerate research, rapid prototyping and program development.

For more information about this initiative, visit the [cool.hub.imsa blog](#).

Conference News

CONSTRUCTING MODERN KNOWLEDGE - 2009

Computer-rich Learning Adventures for Creative Educators

Join Macarthur Genius Deborah Meier; legendary educator and author of 40 books Herbert Kohl; digital imaging and photography expert Lesa Snider King; author/ animator/illustrator Peter Reynolds; Dr. Gary Stager and a stellar faculty at the Constructing Modern Knowledge 2009 summer institute, July 13-16, 2009 in Manchester, New Hampshire, USA.

Constructing Modern Knowledge provides a rich learning environment in which educators have the time, resources and inspiration to learn via the creation of personally meaningful technology projects while interacting with some of the wisest educators of our time. Social events include an institute dinner and reception at the legendary FableVision Studios before a big night out in Boston.



Constructing Modern Knowledge respects the budgets of schools and educators by keeping registration costs affordable and by offering team discounts. The institute is appropriate for all K-12 educators, administrators and teacher educators.

Learn more about Constructing Modern Knowledge, the professional learning event of the year at www.constructingmodernknowledge.com

Conferences, Institutes, Academies and Events

UPCOMING EVENTS

Check [Events](#) on the AALF website regularly to learn of other events at which AALF leaders will be speaking or leading workshops. We look forward to seeing you there.

JUNE 28- JULY 1, 2009

[National Educational Computing Conference](#), Washington, D.C.

AALF will be facilitating a panel July 1, at 1:30pm entitled *1:1 Critical Debates: Laptops, PDAs, Cell Phones*: "Laptops, PDAs, iPods, Cell Phones--are they sufficient for 1:1? Join the debate on policy, equity, and implementation issues surrounding 1:1"

JULY 13-16, 2009

[Constructing Modern Knowledge](#), Manchester, NH.

Sponsored by The Constructivist Consortium and the Anytime Anywhere Learning Foundation

**see above for details*

JULY 19-21, 2009

[Lausanne Laptop Institute](#), Memphis, TN.

Presentation proposals are now being accepted.

JULY 27 - AUGUST 14, 2009 - C. F. ...

JULY 27- AUGUST 11, 2009, San Francisco, CA.

[Center for Innovative Teaching Professional Development Workshops](#)

FEBRUARY 25-27, 2010

[ASB Un-Plugged: International One-to-One Learning Conference](#). Mumbai, India.

Organized in collaboration with the Anytime Anywhere Learning Foundation (AALF), the Near East/South Asia Center of Overseas Schools (NESA), and The Laptop Institute.

Do you have an upcoming 1-to-1 event you would like to share with other newsletter readers? Contact Justina Spencer (jspencer@aalf.org) for information on posting these events.

CUSTOMIZED INSTITUTES FOR YOUR DISTRICT

AALF can tailor a **21 Steps to 21st Century Learning Institute** to your needs. The **21 Steps Institutes** are intensive two-day programs designed for superintendents, principals, board members, and other school leaders who have made the decision to initiate or expand their 1-to-1 student laptop initiative. Participants leave with a clear understanding of where to start and how to develop their student laptop program. Institutes can be scheduled for individual schools or districts. If you would like to schedule a customized Institute in your district, please contact Susan Einhorn at: seinhorn@aalf.org or 425.223.3763

Share Your Expertise

QUESTIONS FROM THE COMMUNITY



Are you implementing a 1-to-1 laptop program and struggling with a specific issue? Do you have questions about policies, communicating with parents or the community, AUPs, professional development, or any other issues that you are facing in implementing anytime, anywhere learning in your school or district?

If your answer to that question is yes, let the AALF community help. Send your questions to [AALF](#), and we'll post them both in our newsletter and on the AALF web site. Although we may not be able to post all your questions, we'll try to post as many as we can.

AALF Worldwide Networking

CONTRIBUTING TO AALF

Our AALF worldwide newsletter readership continues to grow. In the past year our foundation enrollment and readers have grown to over 2,500 members. This is exciting news and certainly provides evidence about the relevance of 1-to-1 learning across continents! As our audience and support continues to grow, we are anxious to provide timely and relevant information regarding 1-to-1 learning and schools around the world. With this in mind, I would like to invite foundation members to get involved with the production of this monthly publication. There are several ways you can contribute to this important work:



- Get involved with a RTA group (Research-to-Action); these groups will continue to contribute to the '1-to-1 Leadership and Learning' column which explores 'best pedagogical practices'
- Volunteer your school to be a '1-to-1 Global Storybook Spotlight School'; this column provides an in depth look at 1-to-1 schools from the perspective of leaders, teachers, and students
- Volunteer to submit an article to an upcoming issue of the AALF newsletter.
- Volunteer your unique suggestions; suggest columns or ideas you think would benefit 1-to-1 educators around the world

Please contact Susan Einhorn (seinhorn@aalf.org or 425.223.3763) if you are interested in any of these opportunities

opportunities.

The Foundation thanks its partners for their support:

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