

INSTRUCTIONAL TECH NEWSLETTER

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SUPPORT GROUP

Well we think we figured out the best way to do support group. It has worked really well to have folks email us when they want help. There are many Tuesday when we are there, however, some nights we have meetings, so just let us know.

So, we will meet with them at Gibbons to work on that. So, don't be shy. If there is something

you want to work on just drop a line or give us a call.

We will be at Gibbons on Tuesdays at 4PM. We meet in the library but if there is a meeting in the library we are usually in Room 102.

If you would like to attend, please just email Sandy at Saratoga35@aol.com or call 441-5605

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A LOOK AT DAILY LIFE

The Seattle Times does a great job of providing resources for education. Every year we have teachers who do research on important African

Americans for Black History Month. Well this site will give you a head start for next month!

A daily look at people and events in African-American history.

<http://seattletimes.nwsources.com/html/blackhistorymonth/>

LEARNER.ORG

Annenberg Media uses media and telecommunications to advance excellent teaching in American schools. This mandate is carried out chiefly by the funding and broad distribution of educational video programs with coordinated Web and print materials for the professional development of K-12 teachers.

With the loss of United Streaming, we get numerous requests for resources that can fill that void.

www.learner.org

does about the best job we have seen. There has been a shift from satellite broadcasting to video on

demand. You are able to view videos on a wide range of topics from the arts to foreign language, to history and science. One of my favorite parts is the *Interactives*

This section ranges from the elements of a story for grades 2-5, to the periodic table and geometry for high school.

This month, we are focusing on resources for secondary teachers so here are some high lights from the site.

American History

<http://www.learner.org/channel/courses/amerhistory/>

This multimedia course covers content from the Pre-Columbian era through Reconstruction. Each unit covers an

era in American history through text materials, video, and classroom activities.

Planet Earth

<http://www.learner.org/resources/series49.html>

This series presents visually spectacular tours of the seven continents as it makes connections between our solar system and Earth's oceans, climate, and mineral and energy sources. It unifies Earth science, astronomy, and comparative planetary into an integrated discipline that relies on common scientific methods. A flexible instructional resource,

MATHEMATICS ILLUMINATED

Mathematics Illuminated is a 13-part multimedia learning resource for adult learners and high school teachers in math and other disciplines. The series explores major themes in the field of mathematics, from mankind's earliest study of prime numbers to the cutting edge mathematics used to reveal the shape of the universe.

Rather than a series of problems to be solved, mathematics is presented as play we engage in to answer deep questions that are relevant in our world today. Mathematics also provides us with a powerful language for uncovering and describing phenomena in the world around us. The groundbreaking videos,

interactive Web exploration, text materials, and group activities included in *Mathematics Illuminated* reveal the secrets and hidden delights of the ever-evolving world of mathematics.

<http://www.learner.org/resources/series210.html>

YOUNG PEOPLE LOSE LOVE OF READING

By: Kathleen Kennedy Manzo

http://www.edweek.org/ew/articles/2007/11/19/13read_web.h27.html?print=1

American youths are reading less in their free time than a generation ago, a statistic that bodes poorly for their academic performance, job prospects, civic participation, and even social well-being, a report by the National Endowment for the Arts says.

Increasing use of electronic media is largely to blame for a decline in pleasure reading among young people, says the report, released today. But the failure of schools to instill a love of reading is also a contributing factor, according to endowment Chairman Dana Gioia.

"The study shows that reading is endangered at the moment in the United States, especially among younger Americans ... and not merely the frequency of reading, but the ability to read as well," Mr. Gioia said in a telephone conference call with reporters before the report's release. The emphasis in many schools on bolstering reading skills and preparing students for tests, he added, is insufficient for nurturing an appreciation of reading. "This functional approach to reading," he said, "is not adequate to instill a lifelong love of the subject."

The report, **"To Read or Not to Read: A Question of National Consequence,"** analyzes data from surveys—including the endowment's 2004 survey on literary reading—as well as national assessments, independent reports, and other federal statistics. It synthesizes information on the nation's teenagers and adults ages 18 to 24.

The report draws "three unsettling conclusions," stating: "Americans are spending less time read-

ing"; "reading-comprehension skills are eroding"; and the "declines have serious civic, social, cultural, and economic implications."

Fewer than one-fourth of 17-year-olds, for example, read almost every day for fun, and young people 15 to 24 read 10 minutes or less a day, on average, according to various federal statistics. During their voluntary reading time—time spent reading texts not required for school or work—middle and high school students regularly watch television, listen to music, or use other media.

The report notes that those shifts in voluntary reading have occurred at a time when scores on national assessments have remained flat and large proportions of secondary students have failed to demonstrate proficiency in the subject.

Reading appears to have a significant correlation with success in school and the workplace, the report says.

"People who read outside of school or work volunteer at twice the rate of those who don't, they are three times more likely to participate in the arts, they earn higher wages, they are twice as likely to exercise, they vote at one and a half times the level of people who don't read," Mr. Gioia said. "Among people who read, there is not merely a cultural transformation going on," he said, "the habit of reading does seem to awaken something in the individual."

CITY SCHOOL DISTRICT OF ALBANY



Community Technology Initiative

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Dr. Martin Luther King Jr.

We have done this topic in the past but it is always worth visiting again.

<http://www.thekingcenter.org/>
(flash intro with "Drum Major Instinct" speech)

<http://www.mlkday.org/>
(MLK Day of Service, "Make it a Day On, not a day Off")

<http://www.mlkday.org/>
(videos, speeches, etc)

<http://seattletimes.nwsources.com/speci>
(one of the most comprehensive sites)

<http://www.stanford.edu/group/King/>
(Stanfords' site – achieves of his actual work and papers he wrote)

<http://www.surfnetkids.com/games/king-sw.htm>
(Dr. King quiz)

The findings repeat those found in the earlier survey by the endowment, which looked primarily at how frequently young people read literature, but the new report adds data on other genres.

Will Fitzhugh, the founder and president of the *Concord Review*, a scholarly journal that publishes exemplary history-research papers by high school students, has been promoting the need to assign more nonfiction reading to middle and high school students, particularly his-

tory texts. He has found little support among foundations or government agencies for launching a study of nonfiction reading among high school students. Such reading is an indicator, he believes, of how well they are prepared to do college-level work.

Even so, some observers say the study leaves an incomplete picture, because it does not consider the kind of reading young people are asked to do in high school and college

The endowment's report "still leaves open the big question of what kind of reading is assigned in school and college," and whether it is adequate for challenging kids intellectually, Mr. Fitzhugh said. "The consequences for employment and adult reading habits are at least as much the result of the [required] reading done in high school and college as pleasure reading, but that's what's left out."