



CECA Newsletter

Connecticut Educators Computer Association

Vol. XVII No. 5

KEYNOTE CECA 2003

MORGAN P. APPEL OF ARTSBRIDGE AMERICA

MORGAN P. APPEL IS A RESEARCH SPECIALIST WITH ARTSBRIDGE AMERICA AT THE UNIVERSITY OF CALIFORNIA, IRVINE, studying the impacts of service learning programs in the arts on K-12 pupils, teachers, schools and districts, and various university stakeholders. Prior to this appointment, Mr. Appel served as a contract educational consultant working with the Program Evaluation and Research Branch (PERB) of the Los Angeles Unified School District (LAUSD) studying the impacts and implementation of standards-based promotion and data collection by local schools. He holds a BA (Political Science and Public Administration, 1989), an MBA (Organizational Behavior, 1992) from the University of California, Irvine, and PhD (Educational Administration) from Claremont Graduate University. Prior to serving with LAUSD, Mr. Appel acted as a consultant for various school districts in southern California undertaking educational reform efforts including SB1X, SB1274, LEARN, LAAMP, among others. He also served as Senior Research Associate and Program Director for Education Policy Research at the Tomás Rivera Policy Institute, completing numerous projects examining the effects of alternative teacher training on the Latino teacher work force funded by the Exxon Educational Foundation and the Ford Foundation. He also conducted demographic studies profiling California's Latino communities, work examining the influx of immigrants from Mexico and Central America into California, in addition to directing the assessment of educational and leadership training programs for Latino children and adults throughout the United States.

Mr. Appel's published works include *Studying the Impact of Diversity Initiatives on Students: A Review of the Literature and Annotated Bibliography*, a report commissioned by the Ford Foundation and published by the American Association of Colleges and Universities in 1995. *Latinos in California's Inland Empire: A Demographic Databook for Riverside and San Bernardino Counties* (1993), *Alternative Certification: A Practical Alternative for Prospective Minority Teachers?* (1995). Most recently, he published *Building on What we Know: Sensemaking as a Catalyst for Reform in Literacy Education* (1997). His most recent article, *Shaping the Future of Postsecondary Dance Education*, will be featured in an upcoming issue of *Research in Dance Education*, an international dance journal.



Mr. Appel's research has been supported by the ARCO Foundation, the Christensen Fund, the Exxon Foundation, the Eisner Foundation, the General Mills Foundation, the Ford Foundation, the Jacobs Family Foundation, IBM, Pacific Bell, the Rockefeller Brothers Fund, and the Philip Morris Companies, among others. He has served as a

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CECA 2003 Educator Recognition Award Winners

CECA is pleased to announce the winners of the CECA Educator Recognition Award. The merit awards are being presented to individuals who are using technology to significantly improve the learning of students. The 2003 winners are:

SCHOOL NEWS

Patti Schippani, Computer Resource Teacher,
Ridgefield Public Schools

The project was completed 2001-2002 at Center School in Stratford. It is being implemented 2002-2003 in other classrooms in Ridgefield.

Abstract: This year long project involves first grade students. The students use technology as a powerful tool for communicating information and ideas. On a daily basis students use AlphaSmarts to write about their day, which may include events, reading responses, or information learned on a topic of study. At the end of each week, the students beam these entries into a Word doc, insert clip art or digital photos taken by a camera buddy (each child takes a digital photo for another student) and create a school newsletter to be shared with home and school. The students print a copy to be sent home and to be placed on an outside bulletin board, and another on the classroom web page. Each student also e-mails a copy to a family member. This in turn motivates a back and forth written communication between the parent and child.

VIETNAM: 612 CASUALTIES, UP CLOSE AND PERSONAL

Thomas Dzicek, Teacher of the Gifted

Scott Rhoades, Art Teacher

Joan Zaremba, Reading Consultant

Nathan Hale Middle School in Coventry

Abstract: There are 612 names of Connecticut servicemen on the Vietnam Memorial Wall in Washington, D.C. Our project has been to research each name and compile information about that veteran into a book. Students used Internet sites, established databases along with mailing lists and utilized word processing as they compiled information on each of the 612 Connecticut men. Students also wrote to every newspaper, radio station and television station in the state to assist us as we solicited more information about the deceased veterans. Many responses and personal interviews from family members,

service buddies, veterans organizations and childhood friends were used to compile information about each of the 612 casualties. Students also word processed "Reflections About the Project". The final product of the project was a book about the 612 Connecticut men who died in Vietnam. This project is an excellent example of technology integration into the curriculum.

WALKING THROUGH THE WORLD - PASEOS POR EL MUNDO

Gorka Pardo, World Language Teacher,
E.O.Smith High School, RSD #19

Abstract: Technology is the vehicle through which we guide students to discover information on their own. We encourage Internet, e-mail and instant messaging, tools that students enjoy very much nowadays, together with surfing the Internet, and other software applications. Students find recording audio and video challenging and innovative.

In this World languages project, students will note the similarities between their own language and others. They will also investigate cultural links, which they will present to the rest of the class. Students search the Internet, locate, analyze and evaluate critical and reliable information. They type it using word processing making a comprehensible text. During that process they use translation sites and e-mail to ask and contrast various facts related to the topic at hand. They become aware of the impact of technology in everyday life for them and for the people around them. During their research, students adapt effectively and safely to the changing technology, using these devices to develop problem solving and teamwork skills.

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Appel

reviewer for the U.S. Department of Education and Labor's School to Work grants. His publications have been covered by various electronic and print media at the local and national levels. Mr. Appel has also served as a speaker or participant at numerous conferences across the country related to the arts in education, educational demographics, public policy, teacher labor force issues, and educational renewal.

Mr. Appel's current research interests include studying the impacts of service learning and the arts on educational reform and the organizational cultures of schools and districts, and universities; new methodological models to examine the relationships between resource allocation and student achievement; and paradigm shifts and cycles in educational reform.

Tech Corner

with David Evon

People often ask why their digital photos look great on screen but poor when printed. Many digital camera users purchase new printers in the belief they need specialized photo printers to get photograph like quality. While a photo printer may in fact produce superior results in many cases it is not the underlying cause for this common frustration. Resolution is most often the determining factor in achieving print quality comparable to the on screen preview. The resolution of the saved image in almost all digital still cameras is 72dpi; this is the correct setting for computer uses such as Web pages, online documents, desktop wallpaper, etc. There are complicated formulas for determining the exact print resolution but a rule of thumb for inkjet printing is to use approximately one third of the printer resolution i.e. when printing at 740dpi adjust your photo resolution to 240dpi. It is tempting to choose the same resolution as the printer but this will result in an over saturated image of inferior quality that is not much better than the blurry image produced when printing at 72dpi. Some popular photo programs make this adjustment for you. Apple's iPhoto converts all images to 300dpi on the fly when importing images into the library offering good results with no effort on the user's part. In other programs this adjustment must be made manually. In Photoshop resolution is adjusted in the Image menu under Image Size, be sure to select constrain proportions and use bicubic resample.

When referring to digital camera resolution the overall capture potential of the camera is also brought to mind, 2MegaPixel versus 3MegaPixel etc. The total number of pixels captured is a limiting factor of the maximum size print you can produce with acceptable results. A rough idea of print size potential is 2MegaPixel for 5"x7", 3MegaPixel for 8"x10", 4MegaPixel for 11"x14". Photoshop users can achieve better results and extend the acceptable maximum print range of their images with a plug-in. Altamira Genuine Fractals Print Pro allows up to a 600% increase in output size without image degradation. There is an LE version of Genuine Fractals with file size limitations that is suitable for most users; the trick is to make the initial save a Genuine Fractals file to keep the size down. Be sure not to let the technical issues hamper you. Once you have a routine you're comfortable with you'll be enjoying the creative freedom of digital photography.

May/June 2003

LOB Tech Expo

Many thanks to all the school superintendents, teachers, parents, students, co-sponsors, and CECA Board Members who helped make CECA's 9th Annual Technology Exposition at the Legislative Office Building a success!

On May 1, students and teachers from 28 schools demonstrated to legislators how technology is used to support the learning process. Legislators who attended the Tech Expo appreciated having students describe their work. The Tech Expo is also a good opportunity for educators to share ideas and learn from each other.

Descriptions of projects and pictures are shown on the LOB link on the CECA home page.

LOB - The Legislative Office Building Technology Expo

BY KEN ROYAL MAY 22, 2003

CECA's LOB Technology Expo -

For eight years I've been thinking about taking students to the annual CECA Expo at the Legislative Office Buildings. I just wasn't in a position to do much about getting students there until now. One of the promises I made, to myself, when I became Instructional Technology Specialist at Reed Intermediate was that a journey to Hartford had to happen. On May 1st five teachers and five students from Reed traveled to the CECA Expo to share in the excitement of kids sharing technology projects.

We were scheduled in the morning session with teachers and students from other Connecticut schools, like Lebanon, Berlin, and Windsor. We left Newtown at 7:00 AM. When we arrived students set up their tables and displays, posed for photos, and then began sharing their projects. I watched it all happen, taking photos and video, and all the while carrying a smile that lasted the entire day. Finally, I had really taken a group of students to the CECA LOB.

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Kids at LOB

The corridor was filled with students, teachers, CECA Members, passersby, and technology projects. My students and teachers were there, too, sharing our Local History project.

The Students –

Our fifth grade students discovered a lot about themselves while sharing their technological expertise. One quiet student discovered he had a knack for sharing, and others decided that this was the biggest event in their lives, up to this point. Just a reminder, that in teaching, you never really know what makes the difference in a child's life. For some it just may have been a trip to Hartford to share a technology project.

Our students wrote the following quotes after returning from the Expo:

The Experience:

Megan – “Hartford was the best time in my Life. In my experience with this project, I got better at my computer skills and taking pictures.”

The Business Side:

Margaret – “The customers seemed very interested in our project.

The most common questions were, “Can I or my children do your project; or how long did it take to set this up?”

The Nerves:

Riley – “It was so exciting and nerve-racking to present such advanced technology to other students and teachers.”

The Team:

Julie – “All of us Kids were in this together... helping, laughing, joking, all of us just doing what we were supposed to do. We all knew what we were doing. Techno-Geeks? Maybe, but the experience was something that will last a lifetime.”

Sharing is Fun:

Josh – “I thought there wouldn't be so many people! I liked explaining the Local Historical Archives project to everyone.”

The Teachers –

Teachers watched their own students, as well as those from other schools, share technology projects.

Meeting teachers from other districts was an added bonus.

One of our teachers, who had previously worked in the Hartford educational offices, became a tour guide for our students, which added a little more icing on the cake for us.

The following quotes are from teachers attending the LOB that day:

Al Washicko, 5th Grade Teacher –

“An esteemed colleague of mine believes that “The joy of learning is incomplete without the joy of sharing.” The participation of RIS students at the CECA Legislative Expo exhibiting their work for Newtown's LHAP epitomized this adage. Their pride in their work was evident to all who asked them about it. They were wonderful representatives of the Newtown public Schools.”

Peter Bernson, 5th Grade Teacher –

“Visiting Hartford to share some of the technology and curricular activities going on at the Reed school was a wonderful opportunity for several fifth graders and their teachers. The concept of involving the kids with local history, and especially with primary source materials is a great way to develop their interest in history. They seemed enthusiastic is doing the photography and learning how to upload content to the web-based database, and they did a remarkable job of sharing their experiences with the many visitors to our booth. Teachers and passersby alike were impressed with their knowledge and communication skills.”

Chris Breyan, 5th Grade Teacher –

“It was a tremendous opportunity for students to demonstrate their technology skills. It was also an opportunity to learn how other students around the state are using technology to enrich their learning experiences.”

Karen King, 5th Grade Teacher –

“The LOB Tech Expo is what it's all about. It's really about the kids.”

CECA's LOB Technology Expo made the joy of sharing a reality for many on May 1st.



at CECA 2003!

October 27, 2003

Picture the Possibilities!

**CECA and *hp* Form Partnership for
CECA 2003**

Each attending participant will receive an
hp digital camera.

*This Newsletter contains important
conference information and personal
registration form*

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