Title of Session: Using TI with K-12 Students
Moderator: Marielle Palombo
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MmarielleP: Greetings, everyone!
MarielleP: And welcome to Using TI with K12 Students!
SusanSi: howdy from Texas-I teach 4th grade math
MarielleP: Apologies to those who have heard this before, but people are still coming in...
SusanneN: the agenda is on the whiteboard, there is presentation, and then later we'll have questions & answers
BlancaR: Hi, I'm a preservice High School Math teacher
GloriaMF: Hi, Susan I am from Texas too.
MarielleP: If you haven't yet, please take a look at the 10 Steps in the Welcome area as well as the agenda for this session on the whiteboard (apologies for the strange characters).
MarielleP: Since we have a lot to do, let's go ahead and get started.
MarielleP: This is quite a big group, so your cooperation is appreciated in following along with our plans for what we hope will be an interesting panel discussion.
MarielleP: With so many people, it can be difficult to follow along if many are talking at once...
MarielleP: So we ask that you hold off on speaking until we invite you do so.
MarielleP: There will be time for questions and discussion...
MarielleP: but we thought that we would start by sharing some experiences we've had using TI with students.
MarielleP: So first, I'd like to introduce my colleagues...
MarielleP: I'll start with myself, though!
MarielleP smiles.
SusanneN: Presentation from the panelists first, then open for discussion! And private conversation can be done as private messages, choose the name in the Here or Online menu, and then click on the talk icon
MaryPatGst7: This is my first experience with TI. I haven't done it with students yet.
BJ: So that others may follow the presentations from the panelists without confusion, we ask that you please hold your questions and comments until invited during the Q&A/Discussion portion of this roundtable. Thank you
MarielleP: I am Marielle Palombo, and I am currently working on my doctorate in Learning and Teaching at the Harvard Graduate School of Education. My professional background includes middle school teaching, curriculum development, and professional development, among other things.
MarielleP: Devin, would you like to introduce yourself?
DevinB: my name is Devin Browne...
DevinB: I teach French in Pittsburgh, at an urban middle school
MarielleP: Great. Thanks. Terri?

TerriZ: My name is Terri Zopf-Schoessler. I am a 21-year English, drama, and--sometimes--dance teacher at Skyview High School in Soldotna, Alaska. Skyview is a 9-12 comprehensive high school with about 600 predominantly white with some Native and other minority students, about 20% of whom qualify for free or reduced lunches, in a technically rural--but, by Alaska standards, suburban--area on the Kenai Peninsula about 130 miles south of Anchorage. (To Alaskans, anything on the road system is more suburban than rural. Some schools within my district are only accessible by plane, boat, or, in two cases, four-wheelers.) The Alaska economy is dominated by oil revenues--which funds 90% of the state's spending--and the Kenai Peninsula has many workers in oil related fields, fishers--commercial and sport, some logging, and many tourist and retail businesses.

TerriZ: Yes, I am mistress of the cut and paste!

DevinB: whew!

MarielleP: Thanks, Terri.

MarielleP: Each of us will take a few minutes to explain how we have used TI with K12 students.

PatGst9: Hi! My name is Pat (female) and I teach at a gr. 8/9 school in Powell River, B.C. Canada.

MarielleP: with a few questions interspersed from the other panel members.

MarielleP: Devin, would you like to start?

DevinB: I shall

MarielleP hands Devin the mike.

DevinB: please be patient with my typing

DevinB: speed and mistakes!

MarielleP: No worries!

DevinB: I teach French to middle school students who have had at least 5 years of French before coming to my school

GloriaMF: Hi, my name is Gloria and I am a student getting my teacher certification at the University of Houston.

DevinB: we're a magnet, so the kids by 8th grade are fairly advanced

DevinB: I have an 8th grade "scholars" class (more advanced)

CorinneW: Devin - Is that a private language school?

DevinB: I decided to try out Tapped In with them last year

MarielleP: Please hold questions until later. Thanks.

DevinB: sort of like a pilot

DevinB: it's a public middle school

DevinB: mixed by race and socio-economics

DevinB: I began by using the discussion board with students

DevinB: I should say first of all that everyone had to speak ONLY French when on line

DevinB: this required me to show them how to do several things

DevinB: like how to *appropriately* use an on-line translator for one

MarielleP: Did you have all of your students in a lab at once?

DevinB: showing them how to use Tapped In was easy (as I thought it might be for this group)

DevinB: yes, we'd all be in the lab together

DevinB: altho they were allowed to use it at home too

DevinB: but they HAD to speak French, even from home
MarielleP: So what did they discuss?
DevinB: since I receive transcripts of all conversations, I was able to check up on this!
DevinB: I used the discussion board to talk about topics from class
DevinB: e.g., we watched a French film
DevinB: along the way, I'd pose a question to the group...
DevinB: have them predict what would happen next in the film
DevinB: they enjoyed this a lot
DevinB: we also used the chat function
DevinB: this went so-so at first --
DevinB: it always went better when I was really well prepared
MarielleP: What sorts of things did they chat about?
DevinB: it sometimes would fall apart if I tried to wing it
DevinB: again, I would assign a topic, usually tied to what we were doing in class
MarielleP: Can you give some examples?
DevinB: easy things at times: what are you doing this weekend
DevinB: to more challenging things....
TerriZ: Did they post under Discussions or use the real time chat feature?
DevinB: what career interests you and why
DevinB: find someone else in the class who has a similar interest
DevinB: discuss what you need to do in order to achieve this goal
DevinB: when it was planned out well on my end, students really enjoyed it
MarielleP: How (if at all) do you think the chats and discussions helped them speak French better?
DevinB: there's research "out there" that shows a transference of "fluency" from chatting to speaking
MarielleP: Did your experience support the research "out there"?
DevinB: their writing skills did NOT get better when chatting
DevinB: but their writing skills did improve on the discussion list
TerriZ: Are there French versions of shorthand?
DevinB: did my experience support the research? I think so, but it's hard to say since this was my first time
DevinB: and yes, there ARE French shorthands that I taught the kids
DevinB: mdr = LOL
DevinB: things like that
DevinB: they enjoyed that aspect of it as well
MarielleP: Do you think the experience helped them to think and communicate more fluidly?
DevinB: I think it def improved communication during chats for shyer students
RonBo: which was a bigger hit with the students, chat or discussions?
MarielleP: Interesting. Any last comments before we turn to Terri?
DevinB: students who sometimes did not talk a lot in class would sometimes participate more in a chat
DevinB: chats, 4 sure
MarielleP: Please save questions (aside from panelists) until later. Thanks.
EvaW: could you post more French shorthands somewhere?

DevinB: overall, the experience was positive -- students want more of it next year

EvaW: sorry

MarielleP: We are tight on time and have a lot to do. Sorry for that.

DevinB: ok, that's it for me

MarielleP: Thanks, Devin!

MarielleP: Interesting stuff. For those of you with questions for Devin, just write them down and save them until Q&A please.

MarielleP: So, Terri...

TerriZ: It may help to let you know WHAT I teach...

MarielleP turns to Terri.

TerriZ: I teach sophomore world literature classes, often in tandem with a co-teacher in world history, to remedial (students who have been designated as "at risk" for failing the state's high stakes exit exam and placed in my phonics-based, remedial reading and writing program), "regular," and honors students. I also teach a continuation of the sophomore reading class to juniors as well as senior AP English.

TerriZ: I have used ti2 both for projects--in the sophomore classes--and for discussion in my AP class.

TerriZ: As the final project in my world literature classes, groups of students were assigned different regions in Africa. They were required to

TerriZ: *produce two maps (one topographical and one political),

TerriZ: *research the history of their area back to earliest known civilizations,

TerriZ: *learn what cultural contributions the people from this region have made--art, music, literature, textiles, etc--from anytime in their history,

TerriZ: *assess its current economic and political situation, and

TerriZ: *evaluate the state of human rights in this area.

TerriZ: (Can you tell that I parallel teach this class with the world history teacher? Since our state standards include, "Students should be able to "read, write, speak, research, and evaluate effectively," I think this project covers it all!)

TerriZ: (Sorry about the cut and paste...I didn't realize that all my quotation marks would come out so strangely..)

MarielleP: What types of literature were they reading?

TerriZ: In world literature, everything from myths, legends, etc to Cyrano de Begerac and Holocaust literature.

MarielleP: Any African literature?

TerriZ: Yes! I love Ananse stories!

TerriZ: They were required to use ti2 to get the day or week's assignments, to leave lists of annotated websites where they found their information, to find out due dates, and to discuss what they learned. I left them links to several human rights organizations, and, when students found particularly good sites, I had them post them under "Links" as well. Some of the groups even used the "real time" chat feature to meet online and plan their projects.

TerriZ: I used ti2 in my AP class to discuss works we were reading. While I used it with three books, I got the best results with Equus by Peter Shaeffer. I would post one or two open-ended--and high-level--questions every couple of days that roughly followed the play as we read it aloud in class--and students had three days to respond to any particular question.

DavidZ: cool

TerriZ: While we did some in-class discussion, most of the time I kept referring them to the ongoing, online discussions. During my prep, I would read through--and keep a tally for grading purposes--the postings, and give them feedback or ask clarifying questions. The discussion got quite spirited--and I was delighted! For students, having processing time to come up with the right words, being able to respond literally any time of day--it amazed me how many 2 am posting there were!--and being able to speak without being drowned out by a louder voice were invaluable. The most encouraging feedback, however, came after the AP exam: Several students told me that they used what they'd learned during this discussion while answering this year's "open:" question on the national test.

CorinneW: Fantastic!!

TerriZ: It made me really happy!

MarielleP: Do you have an example of the type of question you posted?

DevinB: how often did u use Tapped In ? daily? 1 x per week?

TerriZ: Actually, anyone who's interested can see all of them if they want...I'll make them members of the group...but one of them was a question about passion vs. worship.

MarielleP: And maybe an example of some of the "spirited" discussion you mentioned?

TerriZ: I got them online twice on my time...the rest of the time they were required to post on their own time.

MarielleP: Can you say a bit more about the passion vs. worship discussion?

TerriZ: Well, the passion vs. worship was spirited. I had a real mix of fundamentalist Christians and, well, a few pagans...

MarielleP: Wow. I imagine the discussion was quite active.

DevinB: a technical question: how do u deal with students who have no access at home?

TerriZ: Alan Strang's combination of physical passion and worship was the target of many a "Oh, icky!" discussion as well as the psychiatrist's dilemma of sacrificing passion on the altar of Normalcy.

TerriZ: We have open labs available before, after and during school. We're also the most wired state in the U.S.

MarielleP: Interesting.

MarielleP: In the interest of time, I'm going to ask you to share any last thoughts, Terri.

MarielleP: I want to make sure we leave time for questions and discussion.

TerriZ: This is a great, free resource for teachers and students! Use it!

MarielleP: Thanks, btw, everyone, for such wonderful cooperation!

MarielleP smiles at Terri's final pitch.

DavidZ: very interesting

MarielleP: Okay. Now I'll take my turn...

MarielleP: I used Tapped In's Student Activity Center for what I call "interactive portfolios." I am doing a pilot research study involving a small group of middle school students from two schools sharing and discussing their project work within a contained TI group space.

MarielleP: The goal of the interactive portfolios is for students to help each other explain what they have learned, how they learned it, and where their work shows evidence of understanding. These interactive portfolios are intended to help students prepare for

portfolio conferences, public exhibitions/showcases, written learning reflections, and future work.

MarielleP: My research focuses on investigating the possibilities that electronic communication might offer as a tool for scaffolding reflective thinking and writing among middle school students. I am interested in how electronic communication can help to "make learning visible." For more on this idea, see

http://www.pz.harvard.edu/mlv

MarielleP: Since I don't have my own classroom right now, I collaborated with two teachers: Pam Miller in MA and Katy Wolfe in DC.

MarielleP: Pam's students shared work from their French house project in which they made floor plans and scale models of houses designed for particular regions in France. (The plans were labeled in French, and there's also a "ma famille" paragraph in French, but they didn't share that). So they shared digital images of their floor plans and houses as well as their "French region essays" explaining how the design and materials were suited to the geography of the region.

DevinB: were students meeting in real time?

MarielleP: Both. The students were asked to review each other's work (one school at a time), discuss it in a live chat, and also contribute to threaded discussions about the work - questions they had and evidence of understanding that they saw in the work.

MarielleP: Katy's students shared written character descriptions and portraits from their Roman character project, in which they created original characters from ancient Rome and had to describe them in writing and draw them. They also shared floor plans they had made of the characters' homes…well one did.

TerriZ: You must have had to model a lot of the techniques you were asking them to use...

MarielleP: Indeed, Terri.

MarielleP: I posted to each of the discussions as I expected them to do.

MarielleP: And invited the teachers to do so as well.

DevinB: which grade level did u work with most of all?

MarielleP: 6th grade

TerriZ: Neither you nor Devin had any problems getting students to use ti2?

DevinB: I imagine what you were doing was more challenging for 6th graders than for my 8th graders!

MarielleP: I also ended up doing quite a bit of f2f prompting the first time around.

DevinB: my kids were really into it, but pretty tech savvy already

MarielleP: It was challenging for them, but they rose to the occasion, with adequate support.

MarielleP: No, Terri. They loved it.

DevinB: great!

DevinB: were both teachers trained to use TI ahead of time?

DevinB: or were they learning w/the students?

MarielleP: It was harder to ask them to reflect deeply on peers' work than to post to discussions or chat in real time.

TerriZ: I did have kids say that this couldn't be school--'cause it was FUN!

MarielleP: Yeah. Even the ones without Internet at home were quick to learn the technical aspects.

CorinneW: Wonderful - what a fantastic success story

DevinB: I think it's a major challenge to get 6th graders to reflect deeply EVER -- was it easier using TI??

TerriZ: Great question!

MarielleP: Interesting question, Devin.

MarielleP turns and looks pensively at her co-panelist.

TerriZ gazes back innocently...

MarielleP: I don't know yet if it was easier using TI in the short term...

DevinB: hey, mine are reflecting in French, so....

MarielleP: but I imagine that if it became part of the culture and happened a lot both online and offline...

MarielleP: with lots of training in how to do it well...

MarielleP: that the electronic components could help. For example...

TerriZ: Did you reply to their postings with clarifying questions?

MarielleP: If the kids were asked to review their chat and discussion transcripts...

DevinB: right -- that's a good way to get them to think about what they were thinking at the time

MarielleP: I think it could help to have a record of the sort of interactions we had that were conversational but permanent.

MarielleP: I think the threaded discussions are better for promoting true reflective thinking...

DevinB: yes -- students get some "think time"

MarielleP: because there's more time and space for thinking and writing.

TerriZ: The threaded discussions are one of the best aspects of ti2.

MarielleP: Exactly.

MarielleP: It's not really an associated Web site...

TerriZ: Anyone can "follow along" with the thread of the conversation and see what develops between students and/or teachers.

MarielleP: It's just a resource related to "Making Learning Visible" which is one of many ideas that inform this project.

MarielleP: Yes, Terri. It's useful for teachers as well.

DevinB: for me, students were in shock at how bad their French was during chats

MarielleP: I was hoping that kids would realize how much they knew...

DavidZ: lol

DevinB: when I would give them a transcript of what they wrote

DevinB: I think the transcripts can really help develop that deeper level of reflection, in any content area

TerriZ: Could they correct their written transcripts?

TerriZ: (That is a great exercise from an English teacher's perspective!)

MarielleP: If you gave them to them digitally they could.

DevinB: I gave them this opportunity at times, but usually not -- esp. with chatting, when my goal was fluency, not really accuracy

TerriZ: Proofreading is a really needed skill...across the curriculum!

DevinB: I agree, Terri!

TerriZ: (Okay, so fluency has to come first, but...)

MarielleP: ...and in addition to realizing how much they knew, questions might point them to what they wanted/needed to learn more about.
MarielleP: Ok.
DevinB: right.... it's good follow up work
MarielleP: I think we should open the floor up for questions...
TerriZ: You can also play Devil's Advocate and ask really leading questions...
DevinB: hehe
PatGst9: When you met f2f with students did you talk about the TI discussions?
MarielleP: So, should we start with questions for Devin?
JenniferG1: Devin mentioned being" prepared" a lot.   How would he prepare?
CurtisBM: Terri revision skill more so than proofreading
MarielleP: (Just trying to keep communication clear.)
DevinB: gosh, it became very obvious how I needed to over prepare
GloriaMF: How can you prepare for a discussion?
DevinB: talking points...
MarielleP: Okay.
DevinB: things to discuss when the discussion dies down....
TerriZ: With really good open-ended questions!
JenniferG1: So identifying what they would talk about, not just okay, everyone chat?
DevinB: kids sometimes see a question as being "answered" and they're ready to move on
GloriaMF: Terri the discussion on passion and worship that was not contrary to the separation of church and state.
DevinB: right, Jennifer
DevinB: having objectives, making this clear to the kids
JeanMC: Do your students meet (on TI) with other students from other schools...and from France for example?
DevinB: interesting point Gloria makes -- and everything is in writing!!
CorinneW: Did you feel that TI could help foster a longer term approach to grades via collaborative learning?
TerriZ: Gloria, yes, you've hit on a difficult division.
JenniferG1: Did you have any instances where kids would not use the board appropriately?
LeoL: Devin, much code switching? Franglish?
GloriaMF: Did the students improve their French writing after a period of working on the discussions and chats?
MarielleP: Thanks to those of you who are addressing people by name. It helps.
JeffC: As Helpdesk here, I want to chime in that educators may create groups with up to 50 student accounts, bring them here in virtual security (they may not speak to others without the teacher's permission). And... help is available here.
TerriZ: Equus is only suitable for AP English--and then, I'm very careful not to advocate for any religion.
DevinB: ok, a lot of questions out there
DevinB: a goal of mine was to link on Tapped In with another group from France
GloriaMF: Terri that is good not to endorse.
DevinB: we did have a group that we worked with, in ile de la reunion, off the coast of Africa

TerriZ: To Jennifer G--yes, students can mess around in ti2, but you do have "boot 'em" privileges!

LornaB: Devin how often did you use chats and how proficient do you think students need to be in French to benefit from chatting?

DevinB: but things didn't work out on their end (the teacher couldn't get tech support to do this)

ChristopMM: How do you go about "booting them," Terri?

DevinB: Lorna - I think their proficiency level needs to be close to Intermediate in order to be successful at chatting

GloriaMF: Did you ever get outsiders come into your discussions or chats?

MarielleP: Okay. I'm going to ask that people hold off on new questions until we address the ones on the floor.

DevinB: outside students can send personal messages, but my students were instructed to NOT reply

MarielleP: I'll let you know when it's time for new questions.

TerriZ: Under group management, you can deny a specific kid entrance to that classroom. It means that he now has to complete all assignments with pen and paper, but he can't disrupt any more.

MaryPatGst7: Devon, the teachers didn't get the tech support to boot them?

DevinB: plus, I get transcripts of those personal messages as well

GloriaMF: Marielle, how did the students like using the portfolios?

DevinB: MaryPat - the French teacher didn't have the tech support in her school to figure out TI

ChristopMM: I see. Seems like a valuable function.

DevinB: she wasn't confident doing it on her own

DevinB: so we were not able to make that connection this year

MaryPatGst7: Devon, thanks for clarifying that.

DevinB: np, MaryPat

TerriZ: It really helps to have an experience ti2-er gently break in the novices!

MarielleP: Gloria - They liked talking to kids they hadn't met f2f...

GloriaMF: That sounds good.

MarielleP: and they enjoyed sharing their work in what seemed like a safe environment...

DevinB: Marielle - did u ever think of expanding the project to a video chat ?

MarielleP: but it was hard work - the reflection part especially.

DevinB: maybe as a culminating project?

MarielleP: The chats were pretty out of control at first.

MarielleP: That's a cool idea, Devin.

MarielleP: For the future.

DevinB: right

LornaB: Devin, how did you sort out turn taking so a few students didn't hog the floor?

DevinB: Lorna, it wasn't too difficult -- sometimes I "called" on students to respond

MarielleP: Ok - any questions for Terri?

JenniferG1: Marielle, how were they out of control? Not focused? Too many people talking at once, like at the start of this session?

TerriZ: I have to admit I discourage chatting by giving them login numbers rather than names. While they can click on the name to find out another students "real" first name,

it's often too much bother, and they--amazingly--end up doing their work instead of chatting.

MaryPatGst7: Marielle, in what way were the chats out of control?

DevinB: plus I could send them a personal message telling them they need to participate more

GloriaMF: How can you control the amount of time each student had on the floor so everyone can have a chance?

GloriaMF: How can you control for out of control chats? Marielle

LornaB: Devin - Did you have any problems with inappropriate language etc?

MarielleP: Jennifer - they had trouble focusing on the work.

MarielleP: They wanted to goof around.

LeoL: Terri what do you see as the main advantage of TI as opposed to trad reflections?

ChristopMM: Excellent question, Gloria. I was wondering the same thing.

JenniferG1: Terri, did you divide the class into smaller groups for discussions, or was it a whole class discussion board?

MarielleP: And it was tough to keep them in order because I was not with any of them f2f.

DevinB: Lorna - yes, at first there were a couple incidents with inappropriate language (both in French and English!) -- transcripts and phone calls home made this easy to deal with

TerriZ: Although it sometimes generates a tremendous amount of email, I also like the fact that I get complete transcripts of what is said in my classroom. (My vice-principal has found that a handy feature a couple of times, too, when he had to pursue a harassment case. It's hard to claim you weren't harassing another student when the V.P. pulls out a complete email transcript of exactly what you typed. I warned them that the Private Chat feature wasn't completely private!)

MarielleP: Devin - I had that experience, too.

GloriaMF: The transcripts is a good idea.

MarielleP: but in a private chat between 2 kids.

LornaB: Devin did you discuss or elicit 'ground rules' first?

SandraS: Just a reminder that we've got about ten minutes left in this session.

MarielleP: I had to remind them that I got transcripts of EVERYTHING they said in TI.

TerriZ: Ground rules first!

PatGst9: When you met with students f2f, did you talk about the TI chats?

MarielleP: Thanks, Sandra.

DevinB: yes, ground rules were discussed ad nauseum, but some kids chose to ignore the rules anyway

JenniferG1: To all, were these projects/approaches really time consuming to manage?

TerriZ: I make a hard copy of the ti2 agreement--and students have to sign it and have it visible BEFORE they can go to the lab.

DafneG: how did you three handle assessment of discussions and chat?

MarielleP: Yes. I warned them ahead of time, too, but it only really stuck when the embarrassment happened.

DevinB: Dafne -- assessment is something I'd like to work on more for next year

GloriaMF: What process did you use to present your topic area?

TerriZ: Jennifer--they're "front end" heavy--setting up, getting good questions, etc. After that, it's easier and less time consuming.

DevinB: firm it up a bit -- I'd like it to be more tied to assessment than I did this year

DafneG: thanks, Devin

MarielleP: Okay. For those of you politely holding your questions, go ahead!

GloriaMF: Did you post it on the whiteboard and the discussion board first?

TerriZ: Yes.

LeoL: Terri what are the advantages of reflecting on TI as opposed to trad?

MarielleP: I used the whiteboard a lot for announcements about what we were going to do.

CrisB: Are these TI chats covered under the general permission that parents grant at the beginning of the school year for Internet use or do you obtain specific permission to use TI?

RonBo: How did you use the whiteboard?

TerriZ: Loud students can't talk over the shyer ones.

PattiFo: What class sizes are you working with?

DevinB: Cris -- my students had to have an internet permission slip signed to participate on TI

MarielleP: Jennifer - yes! Incredibly time consuming!

TerriZ: Cris, I consider TI covered under the yearly Internet agreement.

GloriaMF: Yes, shyer students tend to open up on chats and discussions.

DevinB: this was one of the reasons I started with my scholars group -- they were all on board already

LeoL: Thanks Terri, but in terms of writing Terri?

MarielleP: But I learned a lot as I went.

LoonGst3: What is the typical length for any of these sessions, Marielle?

CampseyT: This has been great. I have learned so much just listening. When I add this to my previous talks with BjB I know my first step is to visit the campus and then go from there. Thanks

TerriZ: Patti, my classes range from 22-32.

JenniferG1: To all-I've been wanting to try this, but couldn't find the appropriate venue--too easy access to other questionable discussion boards. I'm excited to try.

MarielleP: Yes, the shy students often find their voices through electronic communication. It's wonderful.

DevinB: Loon - same for me half hour was the longest for my classes

MarielleP: I think we all found that, right, Terri and Devin?

LeoL: ty Marielle

DevinB: absolutely

PatGst9: When you met f2f with students did you talk about the ti chats?

DevinB: especially in French

JeanMC: Merci Devin; c'était tres interessant

TerriZ: Leo, the most unexpected benefit of ti2 was how it levels some of the playing field between remedial and advanced students. They have equal voice online--and some of my remedial kids are far more tech savvy than my honors students.

DevinB: we had classroom discussions about it at first, reflected on it

JenniferG1: To all --any tips on time/project management?

MarielleP: Length of sessions...

DevinB: they gave me feedback, what to do differently, how often to do it

TerriZ: Yes, the remedial kids' writing has tons more spelling errors--but those can be corrected!

GloriaMF: This was an interesting class, and I learned a lot about using the resources in Tapped In. Thank you.

BJ: A reminder that there are tours of the features of TI that will be offered in August to help teachers learn how to use the features

MarielleP: Length of sessions - I imagined they'd be 2 weeks, but they ended up much longer.

LydiaO: I will try TI with my students sometime.

BJ . o O (like the whiteboard and how to start a group)

MarielleP: We have work to do in tightening things up.

LeoL: Thanks Terri, I didn't know if that would be the case or not. Maybe time for me to reread McLuhan

TerriZ: It's work but worth it!

DevinB: Time/ Project management -- start out with shorter chats, move to longer as students become used to it

TerriZ: Great strategy!

DavidZ: good idea

LydiaO: Oh thanks

LornaB: Thanks for the tip!

MarielleP: If people want to stay, I can stick around a bit more.

TeresaD: that's what I say about all the projects I've been involved in, Terri - it's work but worth it!

TerriZ: You need a full class hour just to let them play with it.

MarielleP: Also, you can write to any of us with more questions...

ChristopMM: To Marielle - Did you ever use TI with your students for something other than discussion?

DevinB: yes, I agree Terri -- letting students PLAY at first is a good idea

BJ . o O (the play is important for adult students too)

SusanSi: thanks-I think 4th graders would love TI too

MarielleP: And if you're interested in joining the K-12 Students in TI2 group, we can continue this discussion over time there!

BlancaR: This session was very informative, thank you!

DevinB: it gets a lot of silliness out of the way, esp. when they're learning how to use TI

JenniferG1: To all--how can we contact you with questions?

SusanneN: for a TI session with so many participants, the idea of having a group presentation and then ask for questions , works quite well.

LeoL: Marielle, Terri, and Devin thank you very much.

JeanMC: Devin, j'essaierai de prendre contact avec vous

MarielleP: For those who need to leave, thanks for coming!

DevinB: email: dpbrowne@mac.com

TerriZ: I'm best at email, too... trzopf@kpbsd.k12.ak.us

DevinB: Jean -- another francophone!! c'est magnifique!!

MarielleP: I apologize to those of you whose questions I haven't answered yet...I'm trying to catch up.
HelenK: thank you - great session
JeanMC: je suis francaia a 100% mais j'habite en Colombie depuis 33 ans
LydiaO: Thanks for sharing your great ideas
MarielleP: And thanks to my fine co-panelists as well!
LoonGst3: Thanks for a great session!!
JeanMC: Thanks for all; very very interesting
TerriZ: Thanks to Moderator Goddess Marielle--MGM!
DevinB: Jean - send me an email, for sure!

TeresaD: a very informative and well-organized session. congrats to all!
LydiaO: see you some other time
JeanMC: d'accord
CorinneW: Thanks for sharing your online learning experience. All the best for your future endeavours, especially the online project
DevinB: thanks for all the questions to all
DevinB: it's been great fun
LornaB: Thanks everyone. This was a great session which has given me heaps of ideas to use with students next year.
DafneG: Thank you Devin, Marielle and Terri, this was a great session, and you did a great job handling such a large audience
LoriVo: Thank you everyone. I learned a lot.
MarielleP: Thanks so much for the feedback!