



From the SIGHC Chair

All,

Welcome to the May 2008 newsletter of SIGHC. We are less than two months away from NECC in San Antonio. Make sure to register for the SIGHC forum as it promises to be a good event. We have lots of great contributions from our SIG members this month as well as a few announcements.

SIGHC needs your input, and make sure you read the announcement about the SIGHC survey immediately following this intro. The more we know about you as SIGHC members and your expectations and needs with regards to the SIG the better we can serve you.

Mark van 't Hooft
Chair SIGHC

SIGHC News

SIGHC Survey

SIGHC has posted a member survey on the web to get more input about what the SIG can offer its members. Please take a few minutes and provide us with your input.

The survey can be found online at: <http://www.rcet.org/surveys/sighc08.htm> and will be available until May 31, 2008. The results will be published in a future newsletter and on the SIGHC wiki and will also be discussed at the SIGHC business meeting at NECC.

SIGHC Mission and Vision

We've been discussing a potential adjustment of our mission and vision. Do we need to adjust our mission statement to accommodate

- Learning while mobile
- New tools such as cell phones
- New practices such as podcasting
- Informal learning

We cannot change the name of our SIG easily, as we discussed last year. However, we can change the mission statement. A page has been set up at the wiki to play around with some changes and discuss them:

http://sighc.iste.wikispaces.net/mission_vision

Please take some time to check this out and provide your input.

SIGHC Communication Tools

SIGHC Wiki



The SIGHC wiki continues to grow, and many people visit our site, but we'd really like to see more participation, as we know there are many good ideas out there. Please go to <http://sighc.iste.wikispaces.net/space> to check it out. Participation in the wiki is free. Just create a user name and password for yourself and start adding content. If you have ideas for topics that should be added to the wiki, please let us know, or add them yourself! Some topics we could add include:

- Mobile phones
- Podcasting
- Assessment
- Informal learning

SIGHC Website (www.iste.org/sighc)

And of course, if you have updates for the SIGHC website, please contact Mark van 't Hooft (mvanthoo@kent.edu)

SIGHC Discussion Listserv (sighc-discussion@iste-listserver.iste.org)

We've had a discussion listserv for a while now and we've had some questions about why it's not being used. First of all, make sure that you sign up for the listserv using the SIG Manager tool (<http://www.iste.org/inhouse/membership/myprofile/sig-manager/index.cfm?>). Note that you will need to be logged on to the site using your username and password. Second, if you have questions, stories, links, articles etc. related to the use of mobile devices for teaching and learning, please post them to the listserv. Somebody has to get the discussion started. If you would like to volunteer to post something to the discussion listserv on a regular basis (say, once per month), please contact the SIGHC Chair Mark van 't Hooft at mvanthoo@kent.edu.

SIGHC Announcement Listserv

If you are a SIGHC member, please make sure you are subscribed to this listserv as we use it to make announcements related to the SIG, including elections, newsletters, and NECC events. Note that only SIG officers can post to this listserv. Everybody else should post to the discussion listserv.

NECC News



Information about the 2008 conference is available here (<http://web.uoregon.edu/ISTE/NECC2008/>).

Here are the events sponsored by SIGHC. Make sure to attend them!

SIGHC Forum (Monday, 6/30/2008, 10am-12pm). Location: TBA mid-May. Registration is required (\$20). Light refreshments will be provided.

Presenters include Cathie Norris, Elliot Soloway, Tony Vincent, and David Whyley. The forum will be moderated by Mark van 't Hooft, Chair, SIGHC. Here is a teaser for one of the presentations:

Title: **Web Apps to Go** Presenter: **Tony Vincent**

There are many tasks that used to require software that you can now do from inside of your Web browser. Web applications are great for students and teachers because they are usually free and you won't install software. Web apps don't require a specific operating system and so many of them work perfectly fine on ultra-compact and inexpensive laptops like the XO and Eee PC. Because Web apps and their data are stored online, students and teachers can access the apps and data from anywhere. They also tend to facilitate online sharing and collaboration. Tony will share some of his favorite educational uses of web apps, including word processing, text-to-speech, and cartoon creation. The group will even use a Web app to share their favorite ones.

SIGHC Business Meeting (Monday, 6/30/2008, 4:45pm-6:15pm). Location: TBA mid-May

SIGHC recommended sessions: This year, the NECC program search offers a section called "SIG Picks." Choosing to sort on SIGHC Picks brings up 19 sessions, including concurrent sessions, workshops, and SIGHC-sponsored events. [SIGHC picks can be found here.](#)

Here are some of the other things that we are working on for NECC and after:

- SIGHC award: the SIG would like to put together a committee for this, to hammer out the details on what kind of award it would be (teaching, best practices, research, ...), criteria for submission and review, and the award itself (plaque, monetary award, session at NECC). If you would like to volunteer for this, please contact Delaine Cochran ASAP at dcochran@ius.edu. We will have to write a proposal that needs to be submitted to ISTE by July 15 if we want to have this award in place for NECC 2009.

Feature Articles

Are you doing some cool stuff with mobile devices? Do you have any good stories to tell? Fellow SIGHC members would love to hear from you! Please submit your ideas and stories to the newsletter. Heck, we'll even help you write up your story if need be! Please contact any of the SIGHC officers for details (contact info is at the end of the newsletter)!

This month we received contributions from three of our SIGHC members. The first contribution is from **Kathleen King**, a professor at Fordham University, who discusses the use of podcasting in the college classroom. The second piece was submitted to us by **Ronda Stonecipher** from the San Marcos CISD in Texas. She describes how the use of video iPods in her district is like "having a teacher in your pocket". Finally, this month's feature section concludes on a somewhat lighter note, with a short poem by **Anthony Malone** from the University of Cincinnati, called *The mighty digital pen*. Thanks for these great contributions. Keep them coming!!

Introducing New Media into Teacher Preparation: Transparently Integrating Podcasting into College Classes

Kathleen P. King, Ed.D.
Fordham University
Professor

This semester I had the unusual opportunity to teach some accelerated college students in our graduate program. I was teaching Foundations of American Education to 30 students of whom most were enrolled as juniors or seniors in our undergraduate college in a 5 year education program. Given that this age group was more dominantly digital natives (Prensky, 2001) than our traditional graduate students, I saw a distinct opportunity to integrate several new media technologies (podcasting, blogging, etc) in meaningful ways in a non-educational technology course. This very brief article provides insight into the design and execution of this podcasting assignment experience and the unexpected breadth of benefits the learners identified.

In designing the course I tried to be especially sensitive and accommodating to access and equity issues (King & Griggs, 2000) and not make assumptions about 24/7 access or over familiarity with technology. One way I addressed these variables was to design varied technology options required for assignments.

The course was constructed with Hot Topics as the central focus because teacher educators know that Foundations of American Education can be a dry course and I wanted to engage the students in a truly interactive, participatory and learner-centered environment. By having them identify and select hot topics and issues in American Education we could then drill down into the historical, philosophical, legal and pedagogical issues in a grounded theory approach rather than solely theoretical.

I expected this course design to work with this population of students and their context. However, it was not until the first few weeks of class that it was clearly evident that this approach truly resonated with the students. They were immensely excited about the opportunity to makes choices, identify topics, pursue interests and critical issues, and voice their opinions. In all their assignments we built a culture and expectation for incorporating higher order thinking skills and critical thinking by identifying resources, building their argument, and articulating their position.

The technology and media was involved in not only the delivery of classes, but also assignment research, development and submission. For course material we had course chapters from the main textbook as the basis for weekly discussion and presentation; we also used another text of primary sources in the field of education as the basis for weekly presentations by the students. They responded interactively to their classmates' presenting information and mostly vigorously engaged in classroom dialogue about the topics and issues.

In addition, the professor included in the syllabus selected episodes from

- The Teachers Podcast (www.teacherspodcast.org)
- Transformation Education LIVE! Podcast (www.transformationed.com/podcast), and

- the District Leader's Podcast (www.districtleaderspodcast.org) as assigned course "listening" to complement the traditional readings. Accessing and downloading the podcasts was modeled in class. Also, it was suggested that learners could listen on the computer or transfer the files to various mobile devices to listen to the podcast content away from their computer, at different locations, and in transit. The students were very surprised at and quickly adopted the convenient options which the podcasting afforded them.

The selected podcasts were primarily focused on teacher professional development and served many purposes including, introducing *teacher and administrator perspectives* on the course topics; free, quality professional development *resources* which are accessible to all teachers; *technology use* in professional development; global teacher *learning communities*; and strategies for *independent* professional development. The first two were co-created and the third produced by the teacher as part of larger projects. Based on journal entries and class comments, the learners had been unaware of the professional resources available in podcast format.

Other online resources were used in each class meeting for classroom discussions and presentations, additional resources, extended assignments and suggested research topics. The professor would include short DVD or online videos, professional association websites, web-based research articles, and web-based case studies (For example, the textbook resource: Pearson online, www.ascd.org, www.edweek.org, and <http://www.pbs.org/wgbh/pages/frontline/kidsonline/>.)

During the course of the semester one set of the assignments completed by students was to write three critical reflection essays about Hot Topics and Issues related to the course. The really exciting possibility of this assignment was that the students not only had options about the topics, but also about the format in which to present their work. One option was to post their assignment to the public class blog (<http://uege5102.blogspot.com>) and the other was to create a podcast of their assignment and post that for the class to hear. The teacher would then add any student created digital audio (King & Gura, 2008) to a class podcast feed. With very little instruction- basically a one page sheet of laptop versus digital recorder approaches to recording content and the emphasis on research, dialogue and critique - two student groups opted to create podcasts over the semester and every one else posted to the blog.

The level of technology experience of this group was very modest. On the first day of class, when asked, no one said they had ever used a blog. When blog posting was further discussed, the students realized that most of them participated in a form of blogging on Facebook.com and therefore had the basic skills to participate in these activities.

The results of their work demonstrates that given minimal instruction, in 2008 some USA college students are able to figure out how to create quality educational content, record their audio, edit it and deliver it to the instructor. One group used a laptop (a Mac for the first assignment with Garageband and a PC laptop for the second assignment with audacity) and the second group used an inexpensive handheld digital recorder which the instructor had available for loan (\$30). (The student podcasts may be found at Hollwitz and Beauford (2008), Hollwitz, Beauford and Costantino (2008), and D'Onofrio and Daniels (2008)).

The professor then posted the assignments on the online classroom (Blackboard.com) for all the students to hear and on the classroom blog for public availability. Near the end of the semester a class podcast feed was created by the professor to string all the episodes together and truly deliver the audio files in a podcast format (King, 2008). We expect to add additional episodes in coming semesters as more students opt to do this assignment with the professor.

The class response to the podcasts was significantly supportive and validating in many respects. Not only were classmates impressed that their colleagues had taken such a risk, but they immediately made the leap to say, "If they can do it, so can I!" These reactions were documented in our private online discussion board where all the students also posted these assignments and then in the following week they had to identify several to respond to and build on the authors' comments. (The focus was not critique of the other students' work, but rather scaffolding ideas.)

These learners thoroughly enjoyed the peer learning and initiated an extended in-class discussion about the benefits and learning they had gained from this format of interaction. In addition to seeing how others pursued assignments, they also learned much from their colleagues' perspectives and understood concepts more on their own level through peer explanation and dialogue. The podcast and blogging postings were impressive demonstrations of effort,

depth of research, insight, public speaking, global awareness, voice, empowerment and initiative. With this media, readers can review the assignments for themselves as the media makes their work globally available.

In thinking about the larger picture of the benefits to this instructional design and activity they are many. I see at least two major and obvious groups of benefits in that the students learned a wider breadth of *content* with multiple perspectives and modalities, and they also increased their information technology skills through new experiences and practice. A third set of benefits of this assignment was found in that this class and assignment modeled technology and new media integration to pre service teachers and some classroom teachers. Journal entries written late in the semester reveal students explicitly describe how they will incorporate podcasts, blogs, online discussion, video, online research and email in their future classrooms. According to their accounts, their prior experience with the breadth of technologies in content areas was limited to email and occasional online searches (if allowed). Now their perspective is one of not only ubiquitous computing, but also a plethora of instructional technology options.

While I have written many articles and a book on podcasting (King & Gura, 2007), I was especially impressed by the ease with which these students pursued the recording development and production tasks. I saw the feed development as inconsequential for this class work and took on that responsibility for myself. I believe that in 2008 we are nearing the time when we can produce new media with our students in ways which can become transparent to our class processes. This transition in our development of classroom technology integration is a great advancement forward for our P-12 classrooms, higher education and lifelong learning

For audio dialogue which describe the development of this podcasting class experience visit The Teachers Podcast and listen to myself and my co-host Mark Gura discuss the semester as it unfolds (www.teacherspodcast.org Episodes 10, 11, 13 and 15 for example).

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“It is like having a teacher in your pocket!”

Ronda Stonecipher
Coordinator of Instructional Technology & Libraries
San Marcos CISD
San Marcos, TX

San Marcos CISD is in its third year of implementation of Video iPods to support the curriculum. In the past, these nifty little devices have been used for English language acquisition and Special Education. In 2006, SMCISD entered into using iPods for Deaf Education students. Instructional Technology Coordinator, Ronda Stonecipher explained that “It was a natural progression for the school district to move the iPods into the realm of deaf education because of the need for students and parents to learn sign language and more especially for them to learn academic vocabulary.”

Stonecipher goes on to say “In language acquisition, vocabulary is the key to success. We must provide every opportunity for these students to succeed. The iPods are used as a tool to provide supplemental resources and lessons for the student and parent to use at home. The fact that the parent is learning sign language along side their student makes a tremendous impact with regard to student success.”



The key to the iPods being a success with deaf education students is the teacher and their ability to digitally provide just-in-time resources for their students. Yvonne Delgado is such a teacher. Delgado is a teacher with the Regional

Day School Program for the Deaf at SMCISD's Travis Elementary.

The iPods are loaded with iMovies created by the deaf education teacher. The iMovies include academic vocabulary, math concepts and "story" vocabulary. The students, along with their parents, take the iPods, view the movie and practice the sign vocabulary as well as the components of sign. Mrs. Delgado is expanding resources on the iPods to include step-by-step problem solving strategies for math and science. In the future, students will create their own digital resources to be viewed on the iPods.



Parents are excited and enthusiastic about the possibility of this small but powerful pocket size tool. One parent, Valarie Zavala, was excited when her son was able to check out an iPod. While looking at an iMovie she smiled and said to Mrs. Delgado, "Wow! It looks like I have you here with me (teaching me the signs)." Mrs. Zavala expressed her excitement for the opportunities this will bring to her son who loves and is interested in technology.

Mrs. Zavala also went on to say her excitement heightened when she saw the interest her son showed in using the iPod as a language tool. "He would watch the video, go out to play, come back in for a drink of water, watch the video again and go back out to play." His teacher Mrs. Delgado said that his use of this tool has led to a noticeable growth in word identification and reading. Delgado also said "I was convinced of the power of technology and the iPod the day after we began the project. My student returned to school reading words he could not read the day before. His enthusiasm for the iPod was evident in his excitement toward learning, language and communication. I am excited about technology and its place in our future!"

SMCISD has received national recognition for their innovative approach to teaching children using iPods. Ronda Stonecipher stated that "Failure is not an option; it is our responsibility to ensure the success of every student."

The Mighty Digital Pen

At first there was the mighty mouse
Stirring all about the house
Pointing here and pointing there
The little "WIMP" points everywhere.

Designed and Created at Xerox-Parc
In sunny Palo Alto, CA.
It's long tail attached to the mouse port
It's the ultimate very last resort.

Alan King put the rolling ball inside
Where it must always reside
Forever and ever more
The mighty mouse does every chore.

Then the mouse became wireless
Without the long kinky tail
Allowing it to point where ever
The user's wants and needs prevail.

The wireless mouse has great big eyes
To see where it can see
With no clumsy tail attached
And no mouse pad for free.

Next comes the mighty digital pen
Completely electronic you see
Pointing here and pointing there
To be free as it could be.

The mighty digital pen
Can write any name now
And be recognized by the computer
As a typed character, wow!

Write in French, English even Japanese
Select any language you please
The mighty digital pen with ink
Will save a thousand trees!

Alas the mighty mouse is dead
So let him rest in peace
Use the digital pen and ink now and forever
To write the equipment lease.

Alas the smart digital pen
Is mightier than the mouse
It's wireless and really clever
And it points throughout the house.

Dedicated Tablet PC User

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Member News

SIGHC members contributed the following news items about a special journal issue, the 3rd Annual Best Educational Podcast Awards, the Carnival of the Mobilists, as well as three upcoming conferences.



RCETJ Special Issue on Learning While Mobile

The Spring 2008 issue of the multimedia journal RCETJ on Learning While Mobile is now online at <http://www.rcetj.org/?type=ci&id=> It contains an interesting mix of five articles, written by scholars from Japan, Hong Kong, the U.K., and the U.S.

Here is the lineup:

Bridging the Gap? Mobile Phones at the Interface Between Informal and Formal Learning
by John Cook, Norbert Pachler, and Claire Bradley

Affordances of PDAs: Undergraduate Student Perceptions
by Yanjie Song and Robert Fox

The Effect of Information Visualization and Structure on Mobile Learning
by Hyungsung Park

Using Place as Provocation: In Situ Collaborative Narrative Construction
by Deborah Tatar, Steve Harrison, Alli Crandell, and Matthew Shaefer

A Personalized Mobile Mathematics Tutoring System for Primary Education
by Xinyou Zhao and Toshio Okamoto

All articles published in RCETJ are accessible free of charge. If you would like to receive announcements about future issues, please subscribe at <http://www.rcetj.org/?type=su&id=>. The journal is issued twice per year.



3rd Annual Best Educational Podcast Awards

Kathleen P. King, Ed.D.
Fordham University
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Mark Gura
Teachers Podcast
Transformation Education LLC

The Teachers Podcast (www.teacherspodcast.org) is announcing its *Third Annual Best Educational Podcast Awards Contest*. The Teachers Podcast, a pioneering effort to establish podcasting as an extremely low cost approach to professional development for educators that surmounts a host of logistical content delivery issues that

defeat much of the professional development currently undertaken, is once again offering this program in order to further the use of podcasting in a variety of ways in the classroom. According to co-hosts/co-producers Mark Gura and Dr. Kathleen P. King “We weren’t sure whether or not to do the contest a third time. However, so many of our listeners requested it, that we really had no choice. Submissions were arriving in our email inbox even though we didn’t have a contest announced for this year. Basically, the listeners decided they wanted it and we didn’t really have a choice in the matter.”

The Teachers Podcast has been providing free professional development content for the downloading for almost three years and has been downloaded roughly 4 million times, making it the most successful example of this type of offering so far. The contest seeks out podcasts created by students as part of their school work or studies, podcasts created by teachers either for their students or with their students, and podcasts created as professional development for educators. A winner will be chosen in each category. Winners will be interviewed for a segment of an upcoming podcast episode offered worldwide and receive signed award letters and certificates. King and Gura are also updating their popular book *Podcasting for Teachers* (Information Age Publishers www.infoagepub.com) and are continually examining podcasts for possible inclusion in this publication. Entries to the contest, whether they win or not, will be seriously considered for inclusion in the book.

The deadline for the 3rd Annual competition is July 5, 2008. **The Teachers Podcast** co-hosts provide details about the contest, including information about past winners, in Episode 15 of the series and at their podcast website/blog www.teacherspodcast.org.



Carnival of the Mobilists (<http://mobili.st>)

The Carnival of the Mobilists is a weekly blog publication, aggregating some of the best writing about the mobile world. Each week, it is hosted at a different site, so you can visit the Carnival and experience both new writers about mobile, as well as all your old favorites. Read the summaries on the host’s site and click through to any story you’d like to read in its entirety.

In order to host a weekly installment (or more), a blogger has to submit three posts to the Carnival (mobilists@gmail.com). Ideally, that person would then volunteer to be the host. The advantages of getting traffic are worth the effort for bloggers doing the posts and hosting! In addition, it is important for us as mobile educators in getting the message to mobilists to think about education.

The Carnival always needs volunteers to host, so if you’re interested, why not give it a try? Please visit http://mobili.st/?page_id=2 for more information or contact Judy Breck (judybreck@gmail.com) with questions or to volunteer.



6th Annual Technology Innovations Conference

The 6th Annual Technology Innovations Conference is July 17-18 at Tan-Tar-A Resort in Osage Beach, MO. For information and registration, please go to http://216.128.25.141/handheld/hh_detail.asp?ID=19



MAHET 2008

We invite you to check out the 2008 Mid-Atlantic Handheld and Emerging Technology Conference slated for July 24-25, 2008 in Salisbury, Maryland. This is the 4th year for the conference that has expanded to include informative hands-on workshops and concurrent sessions in emerging technology and mobile technology. The two day event draws educators from across the country with nationally known presenters like Tony Vincent from [Learning in Hand](#) and Karen Fasimpaur from [K-12 Handhelds](#).

This is a great opportunity for educators to hone their technology integration skills as well as to learn about new Web 2.0 tools for the classroom and beyond.

Please visit the web site below for more information on the conference and have a great school year – 2008 Mid-Atlantic Handheld and Emerging Technology Conference Planning Committee!

www.seaford.k12.de.us/mahc

handheldlearning 2008
Experience Innovation. And be a part of it.
INTERNATIONAL EVENT FOR LEARNING USING MOBILE & UBIQUITOUS TECHNOLOGIES
13th-15th October
The Brewery, Barbican, London

1,000 international delegates,
150 speakers, 50 exhibitors.

Andrew Pinder, Chairman, Becta
John Seely Brown, Board Director, Senior Chief Scientist, Xerox Corp
danah boyd, Social media scholar
Keri Facer, Research Director, UCL
Stephen Berlin Johnson, M.I.T. Handheld Learning
Steven Berklin Johnson, Culture of Learning

Register by 31st July and receive a free Nintendo DS handheld console with software title for use at the conference.

To register go to www.handheldlearning2008.com
To book an exhibition space, call 020 7511 8773 or email isabel@handheldlearning.co.uk

Becta

Handheld Learning 2008

This year's conference takes place from Oct 13th-15th at The Brewery, Barbican, London EC1 with the first day being open to the general public. The event is about learning and examines the current and potential future effects of the proliferation of technologies; from smart phones to low cost laptops, MIDs, mp3 players and gaming consoles to entertainment software, virtual worlds, social networks and web 2.0 applications.

This years confirmed speakers include, Andrew Pinder, Steven Berlin Johnson, John Seely Brown, danah boyd, David Cavallo, Keri Facer, Mike Sharples and Stephen Heppell.

The conference programme is already extensive in its scope. In addition to inspiring presentations from some of the worlds leading thought leaders and practitioners there will be plenty of networking opportunities as well as participatory sessions and discussions.

The call for papers is open until May 30th and poster sessions by June 20th.

Our first awards event is also taking place and we're now taking nominations that celebrate innovative practitioners as well as initiatives, organisations or products that have made significant impacts on learning using mobile or ubiquitous technologies. Nominations must be made by June 6th.

All "Early Bird" registrations before 31st July will receive a FREE Nintendo DS handheld with game cartridge for use at the conference (and to keep afterwards!). Delegates registering for Handheld Learning will also receive a 10% discount to register for the mLearn 2008 research conference being held the previous week in Shropshire.

More information visit:

<http://www.handheldlearning2008.com>

And Finally...

Thanks to everybody who contributed to this month's newsletter. As always, don't forget to participate by submitting articles, or adding content to the SIGHC wiki ☺. Its success is depends on YOU!

If you have any news or info, please send it to Mark van 't Hooft. Until the next issue...

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