Tech It Up! International 2009

Bringing Technology to the Classroom

October 22-24, 2009

**Thompson Rivers University
Campus Activity Centre
900 McGill Road Kamloops BC**
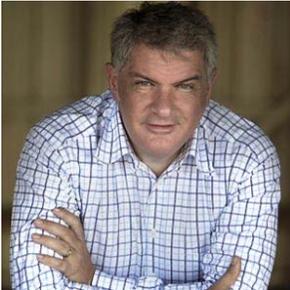
For information and registration please visit

www.sd73.bc.ca/conference

Tech-It-Up International Conference
1383 9th Avenue
Kamloops, B.C. V2C 3X7 Canada
Phone: (250) 374-0679   Fax: (250) 372-1183
E-mail: conference@sd73.bc.ca

INTERNATIONAL SPEAKERS

MICHAEL CARR-GREGG, PH.D

Michael Carr-Gregg is one of Australia's highest profile psychologists. He works at the Albert Road Centre for Health in Melbourne. He is an official ambassador for the National Depression Initiative *Beyondblue* as well as *Mindmatters*, one of the 16 youth suicide prevention programs run by the Federal Government. He specializes in the area of parenting adolescents and adolescent mental health. In 2003 he was one of the founding members of the National Coalition Against Bullying. Michael was educated in Kenya, England, New Zealand and Australia. Michael has worked in private practice as a family therapist, child psychologist and clinical psychologist. His first book *Adolescence - A Guide for Parents* is now in its sixth printing and published in a number of countries. Michael will be speaking on the subject of cybersafety and cyberbullying.

GRÁINNE CONOLE

Gráinne Conole is Professor of e-Learning at the Open University. She was previously chair of educational innovation at Southampton University and Director of the Institute for Learning and Research Technology at the University of Bristol. She has extensive research, development and project management experience across the educational and technical domains. Recently funded projects include the HEFCE-funded E-Learning Research Centre, the JISC/NSF funded DialogPlus digital libraries project and the ESRC National Centre for Research Methods. She has published and presented over 200 conference proceedings, workshops and articles, including over 50 journal publications on a range of topics, such as the use and evaluation of learning technologies

MARTIN DOUGIAMAS

Martin Dougiamas lives in Perth, Australia and is a prominent educator and computer scientist with postgraduate degrees in Computer Science and Education. His work has made a significant impact on the implementation of constructive models of teaching and learning online with Moodle, a Course Management System. His current research interests and inspirations are the application of social constructionist referents and networking to internet technology, and the methodologies and practices of open-source software development.

DOUG JOHNSON

Doug Johnson has been the Director of Media and Technology for the Mankato (MN) Public Schools since 1991 and has served as an adjunct faculty member of Minnesota State University since 1990. His teaching experience has included work in grades K-12 both in the US and in Saudi Arabia. He is the author of four books: *The Indispensable Librarian*, *The Indispensable Teacher's Guide to Computer Skills*, *Teaching Right from Wrong in the Digital Age* and *Machines are the Easy Part; People are the Hard Part*. His regular columns appear in Library Media Connection and on the Education World website. Doug's Blue Skunk Blog averages over 50,000 visits a month and his articles have appeared in over 40 books and periodicals. Doug has conducted workshops and given presentations for over 130 organizations throughout the United States as well as in Malaysia, Kenya, Thailand, Germany, Qatar, Canada, Chile, Peru, the UAE and Australia and he has held a variety of leadership positions in state and national organizations.

DR. JOHN SEELY BROWN

John Seely Brown is a visiting scholar and advisor to the Provost at the University of Southern California (USC) and the Independent Co-Chairman of the Deloitte Center for Edge Innovation. Prior to that he was the Chief Scientist of Xerox Corporation and the director of its Palo Alto Research Center (PARC)—a position he held for nearly two decades. While head of PARC, Brown expanded the role of corporate research to include such topics as organizational learning, knowledge management, complex adaptive systems, and nano/mems technologies. He was a cofounder of the Institute for Research on Learning (IRL). His personal research interests include the management of radical innovation, digital youth culture, digital media, and new forms of communication and learning. In 2004 he was inducted in the Industry Hall of Fame.

IAN JUKES

Ian Jukes has been a teacher, an administrator, writer, consultant, university instructor and keynote speaker. He is currently the Director of InfoSavvy Group, an international consulting group. Ian has written or co-written six books, nine educational series and had more than 200 articles published in various journals. He was tech creator and co-developer of TechWorks, the internationally successful K-8 technology framework; and was the catalyst of the NetSavvy and InfoSavvy information literacy series. He has most recently co authored three books: *Net.Savvy: Building Information Literacy in the Classroom, Windows on the Future: Education in the Age of Technology* and *Teaching the Digital Generation: No More Cookie-Cutter High Schools.* Recently Consulting Magazine Online named him one of the top ten educational speakers in America.

Sessional Speakers

DOUG BALESHTA

Doug Baleshta is the Educational Technology Coordinator and Assistant Professor at TRU. He provides support for faculty/students who wish to effectively use technology in teaching. He has presented at numerous workshops/conferences throughout North American, Europe and South East Asia.

DERECK DIROM

Dereck Dirom currently teaches Social Studies 9 to 11, History 12 and Introduction to Robotics 9 at Yale Secondary School in Abbotsford. He has been involved in robotics for the past five years and has recently been awarded a Mitchell Odyssey Foundation Grant to promote innovative ways to promote science, math (engineering) and technology to students ages 9 to 14.

JANINE LIM

Janine Lim has coordinated videoconferencing for 18 school districts in Southwest Michigan since 1999. One of the founders of TWICE, Michigan's K12 Videoconferencing organization, Janine has spearheaded popular national IVC projects such as *Read Around the Planet* and *MysteryQuest*, and maintains the BCISD-TWICE-Polycom Field Trip Database. In addition, Janine teaches a popular online class for using videoconferencing, *Planning Interactive Curriculum Connections*, which has attracted participants from all over the world. Committed to promoting quality VC educational experiences, Janine writes a regular blog sharing experiences, curriculum thoughts, new resources, and technology comments related to K12 videoconferencing.

GLENYS MARTIN

Glenys Martin is in her 30th year of teaching in Saskatchewan. In 2006, she began Graduate Studies in Education Technology and Communication at the University of Saskatchewan. Through this she became involved in Quest Atlantis, first as a teacher and then as a Canadian Contact and Trainer. She has used Quest Atlantis with her Grade 6 students for the past two years.

GERRY PAILLE

Gerry is currently employed by School District 60, Peace River North, in Fort St. John, British Columbia. He also works with the Instructional Development and Research Group at Thompson Rivers University, which is located in Kamloops, BC. His current focus is in teacher training related to using technology in the classroom and the development of an online Graduate Certificate in Online Teaching and Learning at TRU. Gerry was also recently honoured by being chosen as part of Apple's Distinguished Educator program, Canadian Class of 2007.

TRACY POELZER

Tracy Poelzer is the Teacher-Librarian at Parkcrest Elementary in Kamloops, BC. She recently completed her M.Ed., during which she researched how instructional technology helps engage and motivate reluctant learners. Tracy is a web tool addict. She loves finding new ways to incorporate technology into curriculum, which she does regularly through units with teachers/classes in her school and as a member of several related district committees. She maintains and updates the Parkcrest Library website as well as numerous wikis related to instructional technology. Tracy is a certified SMARTboard trainer, and has had her work published in ASCD Express. You can follow her on Twitter as "library_goddess".

GRANT POTTER

Grant Potter is the e-Learning Coordinator with the Centre for Teaching, Learning, and Technology at the University of Northern British Columbia. Grant has been pursuing research and development of educational technologies for the last ten years through his work in China, Northwest Territories, and British Columbia. Grant leverages existing and emerging technologies to extend the potential of UNBC courses through seminars for faculty and instructors dealing with adoption, facilitation, and best practices when employing educational technologies. Grant is an active contributor to a number of open-source software projects and is currently engaged in research and development of networked platforms enabling user-generated simulations and immersive virtual worlds.

LISA READ

Lisa Read is a Middle School IT teacher from beautiful Duncan BC, on Vancouver Island. As well as a number of years at the Elementary level, Lisa has also served her district as an IT mentor. Other experiences include work with BCEd Online, course design and writing for Open School, KnowSchool and ETraffic.

The City of Kamloops looks forward to welcoming you to Tech-It-Up 2009.

Canada's Tournament Capital

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Thursday, October 22, 2009
Registration

Keynote Presentation
7:00 pm to 8:30 pm

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Ian Jukes: *"Our Children Are Not the Students Our Schools Were Designed For: Understanding Digital Kids"*

Today's world is not the world we grew up in; and today's world is certainly not the world our children will live in. Because of the dramatic changes our world has undergone, today's digital kids are not the students our schools were designed for; and our students are not the students today's teachers were trained to teach.

This keynote examines the effect digital bombardment from constant exposure to digital media has on digital kids in the new digital landscape and considers the profound implications this holds for the future of education. What does the latest neuroscientific and psychological research tell us about the role of intense and frequent experiences on the brain, particularly the young and impressionable brain?

Based on the research, what inferences can we make about kids' digital experiences and how these experiences are re-wiring and re-shaping their cognitive processes? More importantly, what are the implications for teaching, learning and assessment in the new digital landscape?

How can we reconcile these new developments with current instructional practices particularly in a climate of standards and accountability driven by high stakes testing for all? What strategies can we use to appeal to the learning preferences and communication needs of digital learners while at the same time honoring our traditional assumptions and practices related to teaching, learning and assessment?

Participants should prepare to have their assumptions about children and how they learn seriously challenged.
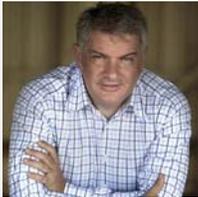
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Friday, October 23, 2009
Registration 7:00 am to 8:30 am

Keynote Presentation
8:30 am to 10:00 am

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Michael Carr Gregg, PhD: "*Cybersafety"*

Outlines the nature and extent of the problem, the latest research and practical strategies to deal with problematic behaviours online and mobiles. A large section deals with what schools can do to keep the community safe and reduce the risk of litigation.

Session 1: 10:30 am to Noon

1.1 Nicole Gorman/Jake Schmidt: *"Videoconference for the Classroom"*

This discussion will focus on how to use videoconference technology to enhance the themes and units in your class. Topics will include content providers, collaboration, and professional development. Three different content providers will give an overview of the programs they offer and the benefits for your students. Examples will be provided on how to contact and connect with other schools around the world for collaboration activities, see how powerful peer to peer teaching can be across cultures. Professional development opportunities also exist for teacher to enhance their knowledge and develop a technological support network. There will be time for questions and the session will finish with a collectively developed plan for what can be done the next week in your class.

1.2 Gráinne Conole: *"Designing in Practice: Aligning 'Design Creativity' with 'Design Practice'"*

New technologies offer exciting possibilities for education: new forms of communication and collaboration, rich, multimedia resources, immersion in authentic virtual worlds and gaming environments. However understanding how to use these technologies and how to design courses which capitalize on their potential is far from trivial. Furthermore, despite the fact that designing learning activities is a core aspect of education, the design process is poorly understood and there is a tension between design creativity versus design planning. At the Open University in the UK we have a research and development initiative (the Open University Learning Design Initiative, http://ouldi.open.ac.uk) which is developing a range of tools, methods and approached to help teachers and developers make more pedagogical informed and effective use of new technologies. The session will describe the initiative and work to date. In particular it will describe CompendiumLD, a tool we have developed for visualizing and guiding the design process and Cloudworks, a social networking site for sharing learning and teaching ideas. It will also outline how this work is feeding into a related project, Olnet (http://olnet.org), which is a global network to facilitate researchers and users of Open Educational Resources.

1.3 Gerry Paille: "*The Networked Teacher – How Does the 21st Century Teacher Help the Networked Student Learn*"

The International Society for Technology Education has re-released its Educational Technology Standards for Teachers. These standards include 21st Century skills such as finding and managing resources, publishing on the web, and connecting with colleagues, students, parents, and local and global communities. Teachers must be proficient in these skills in order to model good practices for their students and to help students include these skills for learning. This session will give you a chance to look at the skills that every 21st Century teacher requires and the online tools that support teaching in the 21st Century. You will also have a chance to discuss how Boom's Taxonomy and its cognitive levels might be adapted for the digital age.

1.4 Tracy Poelzer: *"VoiceThreads in the Classroom"*

Today's educators have a multitude of free, web-based tools at their disposal to use with students. One of the most exciting may be VoiceThreads (http://voicethread.com). Working on the premise that 'a picture is worth a thousand words', producing a VoiceThread enables users to create "a collaborative, multimedia slide show that holds images, documents and videos and allows people to leave comments in five ways (voice, text, audio file, or video)". It is a terrific tool which can be used with students of all ages to create digital storytelling projects, demonstrate knowledge gained in research/inquiry projects, document student progress over time, and share information with an authentic audience. The sky is the limit with this tool! Come find out more about VoiceThreads and other web-based tools in this seminar, and get ready to be inspired!

1.5 Doug Baleshta: *"Take a Tour of the Moodle Learning Management System Version 1.9"*

Take a tour of the Moodle Learning Management System version 1.9. This course gives you an instructor/student view of Moodle and a preview of what types of tools are available and what a Moodle course might look like. You will also see some of the innovative additions that people are contributing to the Moodle Project such as "Marginalia" – Marginalia is the 2008 winner of the British Columbia Innovation Award in Educational Technology.

1.6 Janine Lim: *"Designing Quality Interactive Classroom Projects for Videoconferencing"*

Design your own IVC projects. Use formats for popular national projects or templates such as sharing a science experiment, solving a mystery, or exchanging information.

1.7 Glenys Martin: *"Quest Atlantis"*

Quest Atlantis is an educational tool that would have had the making of a science fiction book in the 1980s. Students have avatars and move around in virtual space. This virtual space includes objects and people that will interact with students. It has hundreds of curricular items that students work through in the gaming environment. Students can work in this environment at school and at home. It contains many elements, which makes it a positive learning tool for teachers to use with their students. Students can interact with students throughout the world. The program is developed and supported through a research team at Indiana University in the Learning Science Department. Teacher training is a requirement of using the environment. All training, materials and the program are provided without cost to schools. The program is recommended for students in grades 4 through 9.

1.8 Amy Tucker and Corey Sigvaldason: *"Creating Culturally Diverse Virtual Teams"*

Today's students have the benefit of taking courses face-to-face (f2f) with an online component, using applications such as Blackboard or Moodle. Research indicates that hybrid instruction, described as the "combination of online and traditional classroom instruction" (Schmidt et. al, 2004) is the future trend for higher education. It is expected more courses will be offered in a hybrid format. Coupled with this factor is the increased number of learning opportunities for domestic and International students working collaboratively in virtual teams.

This presentation will provide a literature review, personal observations, and best-practices of instructors who integrate hybrid learning and use virtual teams in their f2f classrooms. The purpose of this research topic is to create a comprehensive analysis of the subject while focusing on how to create culturally diverse virtual teams in the classroom. The results of this research will allow learners (and faculty members) to appreciate and enhance their learning opportunities among culturally diverse virtual teams in the classroom.

Tech-It-Up! International 2009
October 22 to 24, 2009
at
Thompson Rivers University
Campus Activity Centre
900 McGill Road, Kamloops, BC

Keynote Presentation

Noon to 1:30 pm

Doug Johnston: "*Schools for the Net Generation*"

Schools will be more effective if educators acknowledge the unique attributes and preferences of the Net Generation and adapt educational environments to suit students instead of trying to change their basic natures. This session looks at the unique attributes of today's students and proposes a Net Gen learning environment.

Session 2: 2:00 pm to 3:30 pm

2.1 Doug Baleshta: "*Clickers*"

Clickers or Audience Response Devices is a system which allows the audience (students) to interact with the presenter. If you have ever watched "Who Wants to be a Millionaire", and seen the "Ask the Audience" routine, then you get an idea of how they work. Clickers have been in use at TRU for over two years and are receiving a positive response from users. The presentation will allow you to try the technology and see the TRU research results.

2.2 Lisa Read: "*Strategies for the Classroom Generalist or the Beginning Technology Teacher*"

Unsure how to implement technology into your classroom? Or, perhaps you are the Information Technology teacher, trying to design a program. Maybe you are just curious about Web 2.0 tools and want an introduction to some tools and tips for using them. Whatever your situation, you will find this session jam-packed with ideas and creativity. Bring specific questions, or just come and absorb. Expect to collect some resources to use in your classroom right away, as well as some trouble-shooting and organization tips--also, be prepared to laugh.

2.3 Ian Jukes: "*Living on the Future Edge: Thinking about Tomorrow Today*"

In a world where change is the constant you can't trust your eyes because what you see will be replaced tomorrow. You think your eyes are showing you reality, in fact, they are showing you history. The only way to see the reality of a world on the move is to look for global trends. By carefully examining the significance of several global exponential trends, this presentation profoundly challenges your fundamental assumptions about the world we live in and the future that awaits us.

Participants will come away from the presentation with a clear understanding of how to meet both their curricular goals, as well as prepare students to meet the new realities of the 21st Century.

2.4 Speakers: "*The Linux Four: The Role of Open Source Software in BC Education*"

Kamloops/Thompson (SD73), Campbell River (SD72), Chilliwack (SD33), and Saanich (SD63) are districts extensively implementing open source technologies throughout their infrastructure and curriculum. In this session, department heads from each district jointly discuss the successes and challenges of open source deployment to deliver more technology, an enriched experience, and lesser total cost of ownership.

2.5 Janine Lim: "*Enriching Your Curriculum with Interactive Videoconferencing*"

Learn many exciting educational opportunities available via video conferencing. See how to use the Internet to find out about the programs available correlated to national standards. Learn about the many places that offer educational programs for K-12 schools. Find out how your students can connect to other students for inspiring projects.

2.6 Susie Blackstien-Adler: *Bridges Canada*

Individual students often receive assistive technology designed to support their participation in academic activities, but these tools are often underutilized. Interactive whiteboards hold the promise to change their reality, allowing students with diverse learning challenges to participate more fully in small group and large group instruction. This presentation will demonstrate how the introduction of interactive white boards with a variety of applications can support universal design for learning principles and best practices in teaching, ultimately increasing the active engagement of all students. This presentation will focus on the use of SMARTboards with educational technology such as SMART ideas and SMART notebook. Ideas for supporting students with language difficulties, augmentative and alternate access for the computer will be demonstrated. Classroom applications of assistive technology programs such as Kurzweil, Classroom Suite and Boardmaker Plus will be demonstrated in order to illustrate their potential to support group instruction within a variety of curriculum areas, in addition to the more traditional practice of supporting individual instruction.

2.7 Grant Potter: *"Constellations: Forecasting the Future of Public Education"*

Public education is undergoing changes in the way students and teachers engage in teaching and learning. These changes offer immense potential, yet also present significant issues and controversy. The diversification of blended learning, increasing integration of mobile technologies in personal and professional lives, and growing momentum of the open education movement are all elements that will be addressed in this presentation.

2.8 Dereck Dirom: *"Using Robotics to Enhance Our Curriculum: Creating a Pre-Engineering Elective"*

Participants in this presentation will have a hands on opportunity to learn how Robotics is a fun, highly engaging platform that reinforces science, math (engineering) and technology concepts. It is also can be used to teach leadership, teamwork, time management, organization, and design skills. The session will focus on sharing key resources and strategies on how to set up a Robotics course or club. The Introduction to Robotics course uses the highly acclaimed and popular Lego NXT Mindstorms platform. Students learn how to engineer complex mechanical devices, while simultaneously learning how to program a robot to complete a number of tasks and challenges. Students work together in engineering teams to solve tasks and challenges as well as compete against other teams in class competitions. The course integrates core math, science, (engineering) technology and employability skills needed for successful life long learning. The course can be altered to meet the needs of a diverse leaning community.

2.9 Jaimi Ashton*, Educational Consultant:* *"Smart Technologies"*

Keynote Presentation
7:30 to 9:00 pm

Martin Dougiamas: Moodle 2.0

Martin Dougiamas, the founder of Moodle, will join us live through video conferencing to present Moodle 2.0, the latest version of Moodle.

Saturday, October 24, 2009
Registration 7:00 am to 8:30 am

Keynote Presentation
8:30 am to 10:00 am

Dr. John Seely Brown: *"How to Connect Technology and Passion in the Service of Learning in the Digital Age"*

The digital age is transforming how we learn and what we need to learn. New forms of literacy are emerging; new opportunities to foster classroom deliberate inquiry are upon us and let's face it - kids that grow up digital learn differently than most of us. Never has there been so much change as rapidly as we are now experiencing. The digital millennium offers many promises for transforming schooling as well as life long learning. Kids that grow up digital think, learn, interact and create meaning in quite different ways than most of us did who grew up in the pre-internet age. On top of that, the resources that the world wide web affords us for creating new kinds of continuous learning experiences are immense. Now add to that the various flavors of open source software, open source learning materials and the very notion of open learning communities and you begin to see both the challenges and opportunities that lie ahead for rethinking learning environments for this century.

Session 3: 10:30 am to Noon

3.1 Gráinne Conole: "*Workshop on the Open University Learning Design Initiative - Tools, Methods and Approaches"*

At the Open University in the UK we have a research and development initiative (the Open University Learning Design Initiative, http://ouldi.open.ac.uk) which is developing a range of tools, methods and approaches to help teachers and developers make more pedagogical informed and effective use of new technologies. The session will describe the initiative and work to date. In particular it will describe CompendiumLD, a tool we have developed for visualizing and guiding the design process and Cloudworks, a social networking site for sharing learning and teaching ideas. It will also outline how this work is feeding into a related project, Olnet (http://olnet.org), which is a global network to facilitate researchers and users of Open Educational Resources. Participants will get hands on experience of using the tools, methods and approaches we have developed along with a chance to consider how these might be used in their own practice.

3.2 Dr. John Seely Brown: *"How to Connect Technology and Passion in the Service of Learning in the Digital Age"* - A further discussion on Dr. John Seely Brown's keynote presentation.

3.3 Doug Johnson: *"The Fence or the Ambulance: Are You Punishing or Preventing Plagiarism in Your School?"*

Too much effort is expended in education trying to catch plagiarism in student work. Teachers and media specialists are using various web services and techniques using search engines to determine if or how much of student writing is lifted from online sources. While such tools are necessary and can be effective, educators should also be creating assignments, especially those that involve research, that minimize the likelihood of plagiarism in the first place. This workshop gives teachers the tools that help them design LPP (Low Probability of Plagiarism) projects that require original, thoughtful research.

3.4 Michael Carr Gregg, Ph.D: *"Real Wired Child – What Kids are Doing Online and How to Keep Them Safe"*

A summary of what the latest research says kids are doing online and how to keep them safe. Includes everything parents need to know about social networking sites, cyberbullying, internet addiction, filtering software and online games.

3.5 Grant Potter: *"Yes Wii Can!!"*

Create your own interactive smart surface with a laptop, projector and a few inexpensive DIY items for a fraction of the cost of a commercial touch screen whiteboard.

You may have seen or read about Johnny Lee from Carnegie Mellon who repurposed a Wii controller, blue tooth ready computer, and projector to create a low-cost multi-point interactive surface. The Wii controller connects wireless to a computer and accepts inputs using the Wiimote library interface. The controller's infrared sensors detect and track infrared light on any type of surface. In this session's case, a computer screen projected onto a white wall. This session will also demonstrate a rear-projection adaptation that uses a translucent film over a window as the screen.

In this hands-on workshop you will learn how to configure different Wii-powered interactive whiteboard applications, use the smart surface with selected desktop applications, and learn how to assemble your own DIY infra-red light pen as an input device.

3.6 Gerry Paille: *"The Networked teacher – How Does the 21st Century Teacher Help the Networked Student Learn"* - *Please see Session 1.3 for description*

3.7 Susie Blackstien-Adler: *Bridges Canada* - *Please see Session 2.6 for description*

3.8 Amy Tucker and Corey Sigvaldason: *"Addressing Adult Learning Needs through Blended Learning Environments"*

Blended and hybrid learning environments are increasingly becoming popular as an alternative instructional delivery method for institutions of higher education all over the world. Today's students have the benefit of taking courses face-to-face (f2f) with an online component, using instructional applications such as Blackboard, WebCT or Moodle. Research indicates that blended or hybrid instruction, described as the combination of online and traditional classroom instruction is the future trend for higher education. Further, an increasing number of post-secondary institutions are using blended learning formats to engage and retain adult learners. The purpose of this presentation is to explore the impact and implications of online and blended (hybrid) learning on adult learners attending institutions of higher education in Western Canada. Specifically, it will provide a literature review, personal observations, and best-practices of instructors who integrate blended learning in their f2f classrooms. The findings will allow practitioners to appreciate and enhance learning opportunities among adult learners in blended learning environments. Finally, lessons learned, continuing challenges and guidelines for practitioners considering the development of such a model will be presented and discussed.

2.10   Jaimie Ashton*, Educational Consultant: "Smart Technologies"*

Bert Edwards Science and Technology School

Bert Edwards Science and Technology School (BEST) teachers are using the inquiry method to enhance the learning of students throughout the curriculum. Students are immersed in large, meaningful, and broad reaching questions, or inquiries, which are co-constructed with teachers and other mentors, including practicing scientists. Students are encouraged in their efforts to become involved in complex issues that affect them, their communities, and beyond.   BEST does operate with an integrated curriculum, fulfilling all of the prescribed Learning Outcomes in the B.C. Curriculum.

The vision for the school is two fold, with one vision for the development of students and the other for the development of the staff. BEST strives to develop students that work together to solve problems in real settings and where students are encouraged to explore and question the world around them and the beliefs that structure that world.   Teachers work collaboratively towards inquiry education, placing value on curiosity, respect, support, and a willingness to try new ideas.

Thompson Rivers University

Tour the beautiful campus of Thompson Rivers University and meet with the people who deliver online education. Visit the BC Centre for Open Learning, to be guided through TRU-Open Learning's process of developing and delivering flexible and open learning experiences. Supported by over 100 highly respected and qualified tutors who telecommute from all over BC, over 16,000 students a year take courses toward 52 degrees, diploma and certificate programs, including 220 TRU distance courses and another 200 delivered through consortium institutions.

School District No. 73 (Kamloops/Thompson) Board Office

An informal presentation of some of the technologies School District No. 73 has incorporated into their infrastructure from the people who make them function. There will be a brief demonstration on remote desktop access for teachers and students, video conferencing, low-cost enterprise backup systems, virtual servers and more.

"*Can you imagine swimming 400 kilometres against a raging current, encountering thousands of obstacles along the way, not eating a bite of nourishment, with only one purpose to your journey -- to reproduce and die? Such is the fate of the Adams River sockeye salmon. The drama of reproduction is played out in exactly the same way every cycle as millions of sockeye make their way back to the gravel beds of the Adams River, the place of their birth, to spawn and die.*" - Adams River Salmon Society

The Adams River is located between the Adams and Shuswap Lakes, approximately one hour north of the city of Kamloops. Nestled in the foothills of the Columbia mountain range is the Roderick Haig-Brown Park. The big draw to the park is in October on the Adams River. It is here, in this Shuswap park, where people gather along the edge of the river, every year, to watch the sockeye salmon spawning run. The Adams River consists of spawning beds for not only the sockeye but the chinook, coho and pink salmon. This is not any salmon run; it is one of the largest salmon runs in North America. Twelve kilometres of the Adams River will be the destination of millions of the returning salmon. With 65 hectares of stream bed, the Adams River also rates amongst the richest natural spawning streams in North America.

If you would like to witness this truly natural phenomena, please indicate your interest on the attached registration, you will be contacted via email to confirm cost and registration should there be enough interest. It is anticipated that this extra adventure will cost less than$30.

TECH-IT-UP INTERNATIONAL 2009
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Travelling to Kamloops

Air Canada is the official airline for the conference. You can book your flight online at www.aircanada.com. To receive the conference rate, enter the promotion code PEPGYUE1.

Accommodations in Kamloops

The following hotels have booked blocks of rooms at special rates for delegates attending the Tech-It-Up International Conference. All are located within a few kilometers of Thompson Rivers University. A shuttle service will provide transportation to and from the conference site.

Four Points Sheraton Kamloops
1175 Rogers Way
Phone: 250 374 4144
Fax: 250 374 0449
Reservation Code: "Tech-It-Up"
Rate: $109 per night, standard room

Hampton Inn
1245 Rogers Way
Phone: 250 571 7892
Fax: 250 571 7896
Reservation Code: "TEC"

Rate: $109 per night, standard room
$119 per night, king

Kamloops Towne Lodge
(formerly Best Western Kamloops)
1250 Rogers Way
Phone: 250 828 6660
Fax: 250 828 6698
Reservation Code: Tech-It-Up Conference
Rate: $99.00 per night, single occupancy

Comfort Inn
1810 Rogers Place
Phone: 250 372 0987
Fax: 250 372 0967
Reservation Code: 104308
Rate: $79.00 per night

Holiday Inn Express
1550 Versatile Drive
Phone: 250 372 3474
Fax: 250 372 1585
Reservation Code: "Tech-It-Up"
Rate: $96 per night

Parking at Thompson Rivers University

Daily parking permits may be purchased from ticket dispensing machines located in each pay parking lot. The cost is $3 a day. Daily parking permits must be clearly visible placed face up on the left side of the vehicle dashboard. Cars not properly displaying a parking permit may be towed at the owner's expense. Please note that parking may be somewhat limited on Friday, October 23, 2009 as classes at the University will be in session. For your convenience, we will provide transportation from an offsite parking lot for the Friday sessions. Information will be provided at a later date.

Thursday Night – Wine and Cheese

Please join us for a Wine and Cheese Social prior to the Keynote Speaker on Thursday, October 22, 2009. We will be showcasing the wines of our own Okanagan Valley. This will also be a good time to wander through the Trade Show which will be located adjacent to the Campus Activity Centre.

Updates

Please watch our website and check us out on Twitter for further updates and information regarding Tech-it-Up 2009.

www.techitup.sd73.bc.ca   Twitter: @TechItUP

Tech-It-Up International:
Bringing Technology to the Classroom

Please use one registration form for each person

Name: _____

Position: _____

School District/Organization: _____

Address: _____

_____ Postal Code: _____

Email: _____

(emails are used to confirm your registration)

Payment Information:
□ Money Order
□ Cheque
□ Mastercard
□ Visa

Please send cheque or money order to:

School District No. 73
1383 Ninth Avenue
Kamloops, BC V2C 3X7
Attention: Tara Murray

Card Number: _____ Expiry: ___/____

Signature: _____

Card Holders Name: _____

*For more information or to pay online: **www.techitup.sd73.bc.ca***

	Early Bird Rate (up to and including September 15, 2009)	Regular Rate (after September 15, 2009)	Student Rate	Group Rate (per person) (applies to a group of four or more from one school registering at the same time)	
Conference	$300.00	$350.00	$250.00	10% discount from applicable rate	$ _____
Friday Night Dinner	$35.00	$35.00	$35.00	$35.00	$ _____
Conference Shirt	$35.00	$35.00	$35.00	$35.00	$ _____
**All registration includes a continental breakfast on Friday and Saturday and lunch on Friday.				**Total**	$ _____

**A $35.00 administration fee will apply to all cancellations up to and including September 15, 2009.
There will be no refunds issued for cancellations received after September 15, 2009.

Individual Session Selection
Please indicate your choice of breakout session for each time indicated.

Thursday, October 22, 2009
□ Educational Site Tour
□ Adams River Salmon Run Tour – Additional cost
□ Wine & Cheese

Friday, October 23, 2009
8:30 am to 10:00 am
□ 1.1 Nicole Gorman/Jake Schmidt
□ 1.2 Gráinne Conole
□ 1.3 Gerry Paille
□ 1.4 Tracy Poelzer
□ 1.5 Doug Baleshta
□ 1.6 Janine Lim
□ 1.7 Glenys Martin
□ 1.8 Amy Tucker and Corey Sigvaldason

2:00 pm to 3:30 pm
□ 2.1 Doug Baleshta
□ 2.2 Lisa Read
□ 2.3 Ian Jukes
□ 2.4 "The Linux Four"
□ 2.5 Janine Lim
□ 2.6 Susie Blackstien-Adler
□ 2.7 Grant Potter
□ 2.8 Dereck Dirom
□ 2.9 Jaimie Ashton

Saturday, October 24, 2009
10:30 am to Noon
□ 3.1 Gráinne Conole
□ 3.2 Dr. John Seely Brown
□ 3.3 Doug Johnson
□ 3.4 Michael Carr-Gregg
□ 3.5 Grant Potter
□ 3.6 Gerry Paille
□ 3.7 Susie Blackstien-Adler
□ 3.8 Amy Tucker and Corey Sigvaldason
□ 3.9 Jaimie Ashton