

Jewish Educators Network: Tradition and Innovation in EdTech

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#JEDNetwork

Our program will feature 5-minute Ignite Style presentations by:

- Deborah Stern Harris on The SSDS innovation Studio: What We Learned in Year One
- Binyomin Segal on Setting School-wide Technology Goals
- Josh Bierman on System Security in Jewish Day Schools
- Michael Voskoboynik on Using Technology to Ensure the Legacy of the Shoah
- Michael Cohen on New Developments in The Mercava Platform
- Special guest presentation by Ben Forta an observant Jew who is the Senior Director of Education Initiatives at Adobe Edu.'

Welcome everyone. Great to see you all. We have a really great program in store for you of a lot of you. We will have short 5-minute Ignite Style presentations. Shoutout to Midnight Coffee Inc- Judah Matel and Michael Cohen- The Tech Rabbi.

Agenda

- Introductory Remarks
- Share and Reflect Presentations
- Break-Out Discussions
- Closing Raffle: More SWAG

Continue the conversation after the break out discussions to learn together, share and collaborate more in the future. The "Birds of a Feather: Jewish Educators' Network meetup." Then we will raffle off some amazing SWAG.

First Presenter- Josh Bierman on System Security in Jewish Day Schools

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How to get away from a charging bear- just be a little faster than the other guy. Computer security is very similar. You just have to be a little more secure than the other guy; most attacks are automated and they are looking for an easy target.

Let's focus on **passwords** because everybody has passwords. Most of us do them horribly wrong.

Secure	Insecure
Long -greater than 15+	Short less than 15+
Unusual	Obvious
Random	Patterned

Unique	Re-Used
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A standard 911 password- Wo\$JH*g@7

A blue man jumps 7 nails, how silly! (long, easy readable passwords)

One password per service makes you a lot more secure.

Time for a Password Vault

1Password

LastPass

Find one from a company that knows what they're doing. Different price points. They generally work really well and they also keep you a lot more secure in other ways. All you have to remember is the password to get into your computer and the password to get into your password vault and after that it remembers the rest.

<https://haveibeenpwned.com/>

Most accounts are hacked through password re-use. Almost 20% of them were through password re-use.

Let's say you make an account to school and now you use it to get into an account at education.com and you use the same password. Education.com gets hacked and now your password is out there with the email that it's associated with.

Two Factor Authentication

Put in another set of digits that says it's you- Google, Facebook, LastPass

Anything that has a default password- change it because lists of those are easy to find and reuse.

Second Presenter-Rabbi Binyomin Segal on Setting School-Wide Tech Goals

About 250 kids- going 1:1 on iPads

This year we went through a process of setting school-wide technology goals that I think was a useful process.

When we started with iPads, the administration wanted some quick advantages right away:

- e-textbooks

multiple delivery platforms/ teachers were not leveraging their advantages

So we formed a tech goals committee. It included:

- Admins
- Tech Savvy Teachers from all departments in the building
- Tech Savvy Students

Open-Ended Conversations

- One learning objective in your class that tech makes it easier to do/ more difficult
- Advantage to tech/ disadvantage to tech

Vision Statement: What is technology at ICJA for?

- Is tech in itself a curriculum goal?
- Certain values that learning technology affords us?
- Specific learning goals in our curricula that tech uniquely facilitates?
- What skills/ standards are we doing?

Five Year Plan

Formed Two Sub-Committees

- One focused on tech skills
- One on digital citizenship

Plan

- Identified a list of ISTE standards compliant tech skills and attitudes that all ICJA graduates should have and assigned them to appropriate school years
- Divided skills & attitudes between those that should be taught independent of an existing class and those that integrate well into existing curriculum
- Identified opportunities that we felt should be available to students who would be interested
 - Extended tech training for freshmen as a precondition of getting their iPads- skills/ attitudes (don't expect they will have their iPads during their first week of school)
 - Identify skills and attitudes that will be integrated into specific freshmen classes
- Added some classes- MakerSpace electives, Coding Club

Short Term

- Fewer vendors

Long Term

- Teacher created/ curated material

Third Presenter-Debbie Harris- The SSDS innovation Studio: What We Learned in Year One

Come visit Solomon Schechter's new Innovation Studio.

Got a generous grant this year to redo one of our spaces outside of our library. We reinvisioned it. It was formerly a computer lab. So we turned it into a flexible space that would foster creativity and problem solving.

Unique features- dry erase wall, movable wall, counter-height seating (kids often move around a lot when they're using devices/ lots of seating heights), green screen.

Equipment

Poster printer

Electronic paper cutters

LittleBits electronics

Things We Did

3d printed frogs
Apple pencil holder
Vinyl locker stickers
Printed and assembled two prosthetic hands
Scale model of Willis Tower

The kids are very excited about the innovation studio.

Successes

Very cool space
Excitement generating event
Started small
Well-staffed and supervised
Began with approaching “safe” teachers for buy-in
Avoided the trendy (this is not a *makerspace*) - trying to integrate into the rest of the building

Challenges

3D printing is not always intuitive
“Our space” gets used for non-teaching activities (coffee, anyone?)

For Next Year

Better integration to include every grade. Easy entry activities for kindergarten, bigger and better for older kids.
Big picture calendaring to avoid 3D printing backups.

Using Technology- Unique Programs in the Jewish World to Ensure the Legacy of the Shoah

Michael Voskoboynik

<https://goo.gl/8FfrXB>

<http://tinyurl.com/yadvashemvt>

A project he has done for nine years- project is changing, so technology is changing. He presented this project last year at Yad Vashem at the International Conference.

Programs and Tools We Use in Our Project

Weebly
Green Screen Set and iOS App
Virtual Reality Headsets (Google Cardboard)
Motorola Moto X 2n Gen Android Phone (\$70), Google Street View, Photosphere
Treasure Hit- a scavenger hunt program developed in Israel
Wondershare Video Converter, to edit and download videos
Augmented Reality: Aurasma
Interactive Timelines (tiki-toki.com)

All of our tools are either free or very inexpensive.

In 6th grade we do a family tree project - where they dig very deeply.

7th grade they do a virtual trip to Eastern Europe. We start with travel (use green screen to show how we travel). We buy virtual tickets (make fake ones) and use Google Maps and greenscreen again to where they “arrived.” They learn about Yiddish and record themselves in Yiddish. They study about Jewish music and find a transliteration and translation of each song. They cook potato kugels and other Jewish food.

Tiki-Toki timeline of what happened before the Holocaust in that place and then what happened in that place.

Yad Vashem Site- gives exact geographic coordinates of where killing took place and that's how they found it in Google Maps Street View- Killing Sites Catalog.

Michael Cohen on New Developments in the Mercava Platform

Welcome to Mercava and our 4 newest apps.

I'm Moshe Ezazalof and Rabbi Michael Cohen- newest members of 15+ person team from Mercava. Here to kick off the platform that's ready to roll out.

Just from the get-go going to show you the four apps that are the basis of the entire platform.

Revolutionary change in pedagogy- we believe there's more than just a set of new tools and resources. Thomas Edison didn't invent the lightbulb because he was looking to invent the lightbulb; he saw a need to create the light in the darkness.

Yehuda Moshe and his partners saw a need for Limudei Kodesh teachers to meet that same need. So I'll show you some of the apps.

The first one is BookNav- entirety of Tanakh and Talmud with much more to come in the future. MarkUp Suite- A beautiful, extremely robust set of tools for student and teacher to interact with the text in a way that is both familiar and eye-opening. Sync- Audio meets text.

Rabbi Michael Cohen: I'm an Apple Distinguished Educator and I work with a lot of applications to understand how they are best suited for educational needs. I can say that when I reconnected with Yehuda Moshe the CEO and had a conversation about where Mercava is at I was truly inspired- that's a rarity for me. Important for us to discover for the first time a tool and experience/ interactive layer that is ready to support Judaic education. Hyperfocus of course on the general studies market.

When we talked about differentiation and flipped classroom is the **Sync** feature. Sync feature allows our students and ourselves to create an audio experience that connects with the text. Give over a shiur, insight, measure the Kriah skills of an early learner. Inspired me as someone has a 1st and 2nd grader and who is interacting with K-12 community in LA.

Chavruta- For those who are familiar with WhatsApp, it's overwhelming. This Chavruta style engagement/ conversation directly connects in line with the text. Trying to break the boundaries of your classroom so an 8th grader and a 3rd grader can connect and learn together. Meaningful learning through technology- makes it an experience, not just a tool.

Excited to launch today the Mercava Valued Partner program (MVP). Have a conversation and engage with you over the next few days. Michael will be here till Wednesday.

Ben Forta- Senior Manager at Adobe Education Dept

5 minutes and no slides.

I was given a choice to either talk about what I do and how I got there or about Adobe.

A little background- I am a Brit and went through yeshiva system in UK. Parents are teachers, daughter is a teacher. I've been educating in some capacity since then. First paid job as a tutor. Has written 40 textbooks. Teaches a physical computing and robotics class. Love technology, love software. Shift mindset from being consumers to creators.

I've been at Adobe for 20 years. Trying to determine what we do for this next generation of potential creators who walk around with an incredible amount of processing powers in their pockets and who mostly catch Pokemon with it or send funny faces to their friends. That distresses me. I want them to create something.

Adobe is the Creativity Company- behind Illustrator, Photoshop etc. And lots of kids use them as they should. I'm trying to figure out what those products need to be for kids who wouldn't use them. Adobe Spark is one of them- free and very popular and used by lots of students already.

I spend my time mostly with K-12 and sometimes with higher education as well. Get to spend time with educators in classrooms, with educator policymakers, find out what challenges ppl have.

Gary Hartstein

Tech for Learning Initiative at the Summer Institute- starting at New York/ New Jersey area.

Benny Gross- thank you to him.

My apologies to ppl not in the Tristate area, but for those who are we've extended the deadline to July 10th. Teams of educators from Jewish day schools- preferably an EdTech leader and some Jewish teachers.

3 days of intensive professional development + micro grants.

20 minutes now for discussion groups- if you'd like to learn more, go talk to them
Ending at 7 and dinner is at 8:30

Debbie

Kids are for the most part using TinkerCad for the 3D printers and they've been using it.

We reconfigured a position (someone who does scheduling etc) and we placed her in the Innovation Studio and she's really taken to teaching the kids. Also Debbie and the IT Manager are right there.

Equipment that's in there requires a lot of hands-on tech support. IT Manager is in and out of there pretty frequently.

It's self-explanatory now- none of us had any background before we started and we had some epic fails.

We let our 3D printers run overnight or over the weekend. We have an UltMaker2- the plastic for the ultmaker (the spools) is an unusual size - different from almost any other 3D printer so once you buy the spools you're maybe never moving to a different brand. But she likes it and it's been a workhorse. She would like to do the 3 because the UltMaker3 would do two at a time. They do grades K-8.

Some students designed in 123Design which has just been discontinued by Autocad.

How are students given time for the innovation lab?

Every day during recess a different grade is allowed in there.

Kids can also sign up re: lunch.

We try to limit it to 15 children at a time.

We are going to have an after-school class that we will charge for. And we will work with the teachers. So when the 3rd graders were doing Sukkot they had their choice- everyone designed a full size sukkah and then they used their math skills to reduce it proportionally and they could either build it out of popsicle sticks or 3d print it.

6th, 7th and 8th grade has specials where the kids can choose to do 3D printing.

Have you done professional development with your teachers...?

That's always a challenge. At the beginning of the year we did InnovationGo and I created an augmented reality game based on PokemonGo. And the teachers walked around and scanned a picture of a Pokemon character and it told them to do something in the InnovationGo. I sweated over this because it was the whole faculty in there- 65 teachers. I used Aurasma. And then in the end we printed Pokemon to give them. That got them excited to use it.

This summer we're doing open studio time. Four days during the summer where I posted open hours where the teachers can come and just play- learn how to use Tinkercad. My goal with them is to sit and get those days.

Extension activities- for a kid who had finished fractions- so he researched Willis Tower and made a scale model of the building. We also work with teachers to provide that kind of individual training.

My goal is for the teachers to know what's in there and work with me so it is integrated into the curriculum.

Mercava

At the stage you're at now, redeveloping this, can you custom create this stuff for school?

Not so much specific to each school-Now we are looking for innovative skills- can I do XYZ on shorashim etc- we're going to spend the next year with you to work out what are those things? We'll build it. But we need to know from you what you need/ want.

We're here to learn from the educators and figure out how we can build something together. All invested in the same school system whether or not we are in direct competition with each other in the same town or far-flung. But our ultimate goal is to bring up the level of education- what is foundational to all.

Do you have assessment tools?

Michael: It's in process- we are trying to assess what to assess. What areas will these tools allow us to be effective and our students to be effective?

LMS already has assessment tools in them but the real assessments you don't want a multiple choice one in this setting. You're trying to assess skills.

Does this need to be web based? Right now it is and it works on Chrome as the best browser- can work on iPad- working to make it better on iPad.

We were at Torah U'Mesorah earlier in May- that conversation is a very different shift than ISTE and that is a conversation we are having. That can be and really is in the pipeline.

Same or different from Sefaria? Partnership with Sefaria?

Our focus right now is to create an interactive layer over the content as opposed to being a resource library with open content (such as Sefaria). We're focused on how can we create an interactive experience overlaid on top of the Torah.

Tefillah? The text is there/ the tools are there (they've built a platform) but the marriage between the tools and the text takes time.

Send them an email if you want to become a Mercava Valued Partner. But note we can't partner with a school where it's just one teacher who is interested- it has to be a school that wants to be onboard AS a school.