

Saturday 6.22

- 8-5pm [#hacked13 schedule](#)
 - 10am: Transforming to and management of a 1:1 Initiative (001a-Left)
 - advice based on *experience*:
 - get teachers comfortable with devices
 - visit other 1:1 classrooms
 - organized LMS is key
 - amplify what you do well AND what you don't do well
 - be willing to not be expert anymore
 - give 1 or 2 tools to Ts in first year
 - think about why and how we are implementing devices
 - using BYOL for Google and wordprocessing only is bad implementation!
 - ⇒ must change pedagogy!
 - visit Harker (teacher observations very useful) for modeling
 - can't just throw money at program
 - Use fb for communication? Teachers slow to adopt Twitter.
 - put effort into showing how GAFE and LMS work *together*
 - @moniqueflick for pre- and post-survey on tech abilities
 - teachers need good PLNs, not TISs
 - What to do with reluctant teachers?
 - give student surveys on classroom tech use to motivate faculty adoption?
 - be patient with bottom 10%, focus on middle, and let teachers come to you
 - build on reflective activities
 - 11am: 21st Century Professional Development (001b-Right)
 - How can we get teachers to own their own PD learning?
 - run edcamp-style in-service learning around conversations
 - reclaimyourclassroom.com
 - create a backchannel
 - Bettendorf School (Iowa): gamified 1:1 iPad PD
 - reflection is very important
 - PD should be tied to assessment for success
 - American School of Bombay (Mumbai) does online PD very well
 - ask teachers what they're passionate about when doing PD
 - focus on and highlight teachers doing incredible things
 - PD for administrators to set a model for teachers
 - icafe.lcisd.org
 - Intel provides self-driven free online PD
 - 1pm: Smackdown!
 - [Duolingo](#) (@srtabutler)
 - [Amplify](#) for PD plans
 - [Learning Registry](#)
 - chirp.io for sharing media across iOS devices
 - [Pearltrees](#)
 - [Tag Board](#)
 - 2pm: Gamification and Badges in Education (001b-Right)
 - badges: awards, achievements, accomplishments, awards
 - cf. Mozilla's [Open Badges](#)

- shivter.com, badge.os, youtopia.com, diy.com, instructables
- Tom Daly
- flipping and gamification can work well together
- badges as evidence of forming identity as learner
- earned badges vs. simple rewards
- crowdsourcing badges
- 3pm: [What should teacher preparation programs be teaching in your 21st c. school?](#) (001a-Right)
 - What are some of skills that teachers should have to teach in a 21st-century school?
 - information literacy
 - building a positive digital footprint
 - data-based decision making driving formative assessment
 - how to coach students to learn if you don't have those same skills
 - communication, collaboration skills, ability to take/give criticism (soft skills)
 - ability to unlearn, take risks
 - game design skills
 - project-based learning
 - teachers should have laptop be able to teach in 1:1 environment
 - classroom management skills (i.e. engaged learning)
 - #ntchat 5pm Wed. nights
 - What experiences should they have?
 - PD should model classroom expectations
 - "unlearning" experiences
 - notion of school teacher vs. classroom teacher
- 7-9pm Hack Education Afterparty (Marriott Riverwalk 2nd floor Salons A, B)

Sunday 6.23

- 9-12pm Epic Leadership (Grand Hyatt Texas Ballroom A) #epiciste13
 - two purposes to games in education (Chris Haskell):
 - in the classroom
 - but consider using tools of games for social interaction (i.e. gamification)
 - gamification a fad that takes
 - [Chris Haskell](#)
 - look at games as educational tools and evaluate
 - Haskell: classes all game-based, no gradebook
 - idea: advance dialogue about games, gamification differently
 - current ideas don't resonate
 - look at superior forms of authentic feedback
 - badges don't resonate with everyone
 - difference between gamer/player card vs. gradebook from student perspective
 - games represent a choice, choice unlocks schema
 - Anne Collier
 - meaningful gamification
 - games not just about points, badges, leaderboards, etc., since they're extrinsic rewards
 - "more" part of gaming about control, addiction, extrinsic rewards; undermine learning
 - mastery: good for mental health
 - relatedness: connection with others working toward same goal
 - for good game design and greater safety:
 - lighten up
 - keep it kind and respectful

- release control
- support player/learner agency
- model what we want to see
- set shared values (not just rules); rules better for creativity

– Jane McGonigal

- playmaker school in LA; change rules/resources to develop creativity and agency
- placebo effect applies to education too: "game" will make it easier for you....

• 5:45pm Learning is an Epic Win (SACC Hall A)

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• 7:30pm #brewcue at [@thefriendlyspt](#)

Monday 6.24

• 6am [#coffeecue](#) at Starbucks Riverwalk

• Ignite Session 2 (Ballroom C)

- "Insanity is doing the same thing over and over again and expecting different results." -Einstein
- Google Apps with Chromebook more useful than iPad (@ccsd_edu)
- [Brain Rules](#) (John Medina) and the 12 rules
- #digitalstorytelling allows students to use non-traditional media for engagement (@TeacherJenCarey)
- "Curating itself is an act of inquiry and can shift focus to learning. Give them a choice so they can own their learning." (@TechCoor)
- Have students create infographics for internet research (@edukatiehshs)

• Sassy Spreadsheets

- <http://goo.gl/vjE8b>
- &newcopy to copy spreadsheet; replace with #gid=x
- \$ freezes a column or cell
- vlookup to assign ranges based on other table
- Cmd-0 to copy functions
- autoCrat script for mail merging
- Flubaroo for grading

– gClassFolders makes for students dropbox, view-only, and edit folders

Tuesday 6.25

• [Reinventing PD: Interactive Modeling](#)

- problem: train in the way teachers learn or in the way they teach in classroom
- do PD in way teachers learn facilitates them doing things as they've always done
- not about professional development, about professional learning
 - owned by teacher
 - must model what we expect to see in classroom:
 - passion-based
 - active
 - collaborative
 - choices in both content and delivery
 - resulting learning must be shared
 - modeling: start with what they know
 - sharing and reflection:
 - how did process work for you?
 - what would you do differently?

- Google Booth presentations:
 - [Mobile Learning Experience 2013](#)
 - [Evernote Clearly](#) Chrome extension for cleaning up web pages
 - [Ed Tech Challenge](#) for self-paced #edtech PD
- 6pm [#EdTechChat Tweetup](#)

Wednesday 6.26

- Using Pinterest for Professional Development:
 - <http://theresa-cullen.zapd.com/collaboration>
 - <http://pinterest.com/theresaacullen/our-pd-surface-tablet/>
 - <http://pinterest.com/theresaacullen/new-to-pinterest/>
 - <http://pinterest.com/theresaacullen/personal-pd-google-hangouts/>
 - <http://pinterest.com/theresaacullen/professional-development/>
 - <http://iosbookmarklets.com/tutorials/pinterest-bookmarklet-ipad/>