

I have presented at Educon, New England League of Middle Schools Annual Conference, Northeast Regional Conference for the Social Studies, Connecticut Council for the Social Studies Annual Conference, Edcamp Social Studies, Edcamp New York, and Edcamp New Jersey, Edcampxedu, Edcamprsd6, Literacy Volunteers of New Jersey Annual Conference, Edcampct, Edcampwestchester, Edcampmville, Insight (NJ), Rewire, one of the keynote speakers at the New York State Social Studies Teachers Conference, Girl Scout Troops and my PTO!. Below are some of the sessions I have presented:

Assessments that don't suck

You have come to the end of a unit, you have to give a summative assessment, and the default is to open the teacher's edition workbook and copy the end-of-unit test. Sometimes you offer your students a "project" instead...posters, newscasts, skits...but you know they are getting boring and they never seem to engage the kids. In this session you will explore 5 projects that don't suck that would make the perfect ending to any unit.

Projects include:

<http://blogush.edublogs.org/2014/06/06/24-assessments-that-dont-suck/>

Be bold, be fun, be you...Assessments that Harness the Technological Skills of the 21st Century Learner

Kids want to be bold and make original products. Kids want to have fun while being challenged to produce products that have value. Kids want to be able to personalize their work and share a little piece of themselves in everything they do. This session will share assessments that leverage the technology they love in order to create final products that are bold, fun, and can easily be personalized. You will leave with 15 assessments that will breathe new life into your classroom.

Digital Storytelling in the Social Studies Classroom

How do you get kids to go beyond simply memorizing content? Digital visual storytelling allows kids to engage with content in a unique and memorable way. This session will introduce several digital visual storytelling techniques, with a focus on how to make RSA style videos with your class.

Social Media 101

You've heard about twitter, blogging, podcasting, putting videos up on youtube, and social bookmarking but you just don't get the what all the hype is about or

haven't had the time to learn how to use them! Come listen to what the hype *is all about* and get a chance to use all of these tools. This session will demonstrate the power of social media by allowing participants to make and use accounts for various social media sites and interact with people from across the world. This session explains how to use these tools for personal use, and in a variety of activities with kids.

9:00 Twitter

10:00 Diigo/Google +/Linkedin

11:00 Blogs

12:00 Lunch

1:00 Ustream and Coverit Live/Today's Meet

2:00 Time to personalize and play with new social media accounts...questions?

3:00 Misc Smackdown--Podcasts/Screencasts/Youtube/Flickr/Pinterest/Wikis

4:00 Namaste

"Going live"

How do you get your classroom to "go live" for parents, your community, and audiences across the world? This session demonstrates how to livestream your classroom and interact with the audience. Participants will create a website that they can use to broadcast or record their class activities and presentations, and be introduced to free websites to broadcast, record, and archive their videos. From webcams, live streaming sites, live blogs, microphones, mixers, wires and gizmos, to prepping your kids beforehand!! Of course, we will also "Go Live" at the end of the session to allow everyone to demonstrate and feel the powerful impact of "Going Live."

Body Talk--Interpreting Student's Non-Verbal Communication

If you can effectively read and interpret the nonverbal communication of students, and manage how students perceive you, you will enjoy greater success than tutors and teachers who lack this skill.

Do you know what your body is telling your students?

Do you know what students are telling you with their bodies?

A conversession centered around all of those non-verbal cues that we send and receive. Let's examine images, video, and maybe if we are a daring audience, do a

bit of role playing and assist one another to become more in tune with what our bodies are telling students, and more in tune with what students are telling us with their bodies.

Title: 10 Questions

DESCRIPTION:

Educators are always looking for answers on how to become a "better" teacher and improve their students' performance. Most sessions at conferences revolve around giving participants "answers." "10 Questions" will encourage you to become more reflective in your practice as a teacher and develop a thought process that will create an authentic, collaborative, and creative environment in your classroom. You won't leave this session with answers, you will leave with "10 Questions" that will revolutionize your teaching. (note the use of the word revolutionize, you should hear an echo after reading it....this could be big ;)

I would love to start off the session by sharing questions that I have added to my unit planning over my life and then turn it over to discuss what other questions people use that should be added...or subtracted.

Title: Podcasting in the Classroom

DESCRIPTION:

This will be a hands on session that will go through the process of recording and publishing a podcast. It will cover how to do live interviews with or without virtual audience participation, interviews to be recorded and posted at a later date, how to record and publish class lectures and presentations, the best sites to use for publishing podcasts, getting on iTunes, and ideas for how to use it in class. We will cover technical information about what type of gear is needed (from one computer to the complex!), and what type of web based tools are available to use for recording and transmitting live such as skype, ooVoo, ustream, and audacity.

ABSTRACT:

A hands-on session in which participants will learn about and use the necessary tools (from simple to complex) to learn how to record everything from a long distance interview to a class lecture, and publish it as podcast on the internet for a local or international audience.

Title:2.GO**DESCRIPTION:**

Skype? Wikis? Delicious? Blogs? Twitter? Podcasts? Google Docs? 2.Go will cover all the basic 2.0 tools that are being used to revolutionize education. This is not a nut-and-bolts session, but an quick exploration of the tools that you can use to start integrating technology into your class.

UDL and the 21st Century Classroom

Lisa Parisi, Karen Janowski, Paul Bogush, Christine Southard

Using the Sharing Best Practices protocol, we will begin with a brief definition of UDL and its basic approach in a classroom, by Karen Janowski. We will then move into a sharing by Lisa Parisi, Christine Southard, and Paul Bogush. These teachers will share a few samples from their own classroom. The participants will then be asked to work in small groups of three or four to discuss ways to incorporate UDL in their own classrooms. The small groups will collaboratively create a Google Doc, Etherpad or other synchronous online document. After the small group discussion, we will connect together as a whole group to share our ideas and hash out any difficulties that may arise from these ideas.

Title:The First Day of School**DESCRIPTION:**

How do you create a positive first impression that will have an impact on classroom community, creativity, and critical thinking for the remainder of the year? In this session you will get to experience a “first day of school” and then have the opportunity to share your activities.

Take a Risk with Me...

Teachers often ask their students to take risks. Some are obvious...”Today we are going to present our projects on stage to the entire student body.” Others are not...”Today you are going to write a paragraph.” Teachers usually plan activities in class that they are good at, and teach subjects that they excelled at. There is

little risk involved in a teacher's day-to-day life. They have the power, they choose what happens, they are the final judge.

What if teachers got to experience what students are forced to endure? What if teachers were put in a place in which they felt uncomfortable? What if they were forced to do something that they did not feel prepared for?

The session "Take a Risk with me..." will start with two teachers starting off with taking a risk, and then they will share other risk taking experiences and how it has altered their approach to education, and their relationship with their kids.

The audience members will then be asked to take a risk by taking part in an activity called Battledecks. It has been called "ninja training for presenters." Participants will give presentations based on a slide presentation that they have not seen before, on a topic that will be given to them right before they start. There will be ten slides, and each slide will be up for fifteen seconds.

For a little over two minutes you will be able to feel what it is like to be in your students' shoes, and it will change the way you teach.

Please join us during the last session for what will be a safe, fun, laugh filled session.

Interpreting Student's Non-Verbal Communication in the 1:1 Classroom

The technology being implemented in classrooms only tells a partial story of each students' mindset. If you can effectively read and interpret the nonverbal communication of students in 1:1 classrooms your students will enjoy greater success.

Do you know what students are telling you with their bodies?

A conversation centered around all of those non-verbal cues students send while online.

Body Talk II

One day if students or teachers revisit their past, what will be the most important skill that they could bring back with them to the future? The ability to connect and understand the perspective of another person. Body Talk is about the lost

art of understanding one another's non-verbal communication.

As Marty McFly once said, "Whoa, this is going to be heavy."

One day if students or teachers revisit their past, what will be the most important skill that they could bring back with them to the future? The ability to connect and understand the perspective of another person. Body Talk is about connecting with kids and understanding their non-verbal communication.

Body Talk for Tabernacle

Do you know what your body is telling your students?

Do you know what students are telling you with their bodies?

Body Talk is about connecting with kids.

Body Talk is about realizing that it's not the big things teachers do that make them great, but it's doing all the little things right.

Body Talk is a session that will instantly change who you are, and what you do everyday.

The best introduction to Paul might have been written for him by his student. She wrote:

Paul Bogush is a remarkable man. His teaching methods are fun and unique, and he makes every class enjoyable. His energetic mood is infectious, and you can't help but smile around him. He is very genuine, and is not strict or boring like other teachers. Everything he says is always stuck in your mind, because he delivers everything with boldness and confidence. He's an all around incredible person, and makes learning ten times more fun than any other class. He will be dearly missed by not just me, but most of his students when we leave next year.

Paul is an alternative high school teacher in CT, after spending 27 years in middle school. He is part time farmer, and simply someone who aspires to be as great as his students think he is.

Over the last few years I have presented this session at Educon, New England

League of Middle Schools Annual Conference, Northeast Regional Conference for the Social Studies, Madison, NJ Public Schools PD Keynote, Edcamp New York, Edcamp New Jersey, Edcamprsd6, Literacy Volunteers of New Jersey Annual Conference, Podcamp Western Massachusetts, and Edcampct. When I have come back to the same conference the following year, I have participants who come again after already having attended once, and when doing back-to-back sessions people will stay in the room to be in the session a second time. While this is not a techie session (and it is rejected by 75% of the techie conferences I submit to so no hard feelings if you reject it!) it does play an integral part in a techie or 1:1 classroom. It reminds teachers who are focused on connecting to the world that they cannot forget to connect first with their kids. We tackle how to understand what is going on in a kids head as we move to less face-to-face interaction and more student led independent work.

The session was just approved at a tech only conference in April (<http://goo.gl/hnbc72>) !

PTO Body Talk

Middle Schoolers can be challenging to understand. What if you had a way of knowing what they were really feeling? Or how they are interpreting what you are saying? Come spend the evening with Dag Hammarskjöld's own Paul Bogush as he helps you to better understand your child's nonverbal communication. Let's face it, it's hard to be a parent. Come and learn a few things you can do to make it easier.

Do you know what your body is telling your children?

Do you know what your children are telling you with their bodies?

Paul has presented on body language at conferences from Connecticut to Kansas. His audiences have included parents, educators, non-profit organizations, and business people. As one attendee stated after seeing his session, "Within 5 minutes I was not only NOT questioning my session choice anymore, I was feeling sorry for everyone else for not being there...Paul Bogush blew our minds."

TITLE:

Play...it's not a Dirty Word

A session, from a Capstone teacher, in a Makerspace, who is still trying to figure things out, and get kids to believe that it is ok to play. Take a ride with me as I

share my middle school class' journey to blend Design Thinking into our makerspace, and our Capstone presentations. All of the bumps and bruises will be shared, along with the activities and tools that have proven to be awesome. The second part of the session will be hands-on. Participants will be dared to play in a pop-up makerspace.

I am the lead designer in a Capstone Class that is held in a makerspace! It encourages kids to wonder and become radically curious and make things that they thought were previously impossible. The time they spend in the middle school maker space will prepare them for their future high school capstone project...and for tomorrow. Kids do not want to be taught, they want to be inspired by someone they would want to be more like, not someone who tells who they should be. As lead designer it is my job to not just plan and teach, but to learn and explore alongside them. I am not just their capstone "teacher," but someone who models tinkering, play, designs, and explores new ideas that have no borders. Someone who makes, creates, hacks, dreams, inspires, and most importantly, when the world tells them to give up on creating their dream, someone who will lean in and whisper "try it one more time." Their time in the capstone program will give them an experience from which they will use to build what they will become and what they believe is possible.

The Space Inbetween

What matters most is not what teachers do during the planned portions of the lessons, but what happens in the spaces inbetween.

Barefoot Teaching

What can you stop doing in your classroom that will allow learning to become more natural?

Teach Naked

Strip down your teaching to allow learning to become more natural.

All attendees must wear clothes per EWS.