**Using Technology to Make Learning Accessible and Differentiate Instruction for all Students**

1. Introductions
   1. What is your position?
   2. What are you hoping to get from the next two days?
   3. What kind of technology is available to you and your students?
2. Structure of the next 2 days
   1. Hands-on learning about, and experimentation with, technology
   2. Designing and developing technology supported learning activities (Start thinking about connections to your specific curriculum/position right now!)
   3. Small group and whole class brainstorming/planning
3. Schedule for the day
   1. Mid-morning break (around 10:30)
   2. 30-45 minute Lunch break (around noon)
   3. Afternoon break (around 2:30)
4. Expectations for you as students
   1. Ask questions at any time
   2. Share your ideas at any time
   3. Play with the technology
   4. Explore new ways of thinking about learning
5. Your role in this class
   1. Active observer as technology is introduced
   2. Active participant as we walk through a technology together
   3. Active experimenter as you play with the technology individually
   4. Active collaborator as you discuss ideas for integration with your peers
6. Syllabus/assignment review for those earning UM-Dearborn credit
7. Logging in to the computers
8. Using Firefox (<http://www.mozilla.org/>)
   1. Tab browsing
9. Notes in Zoho
   1. Sign-up for an account
   2. Review of Zoho (<http://www.zoho.com/>)
   3. Ideas for supporting student learning
      1. Collaborative writing tasks
      2. Collaborative notetaking
      3. Providing feedback and access to teacher notes/outline
      4. Making home-to-school connection
10. Review of [UMD wikispace](http://umdedtech.wikispaces.com/)
11. Providing Supported Online Research Opportunities
    1. Wikis (<https://mrbrunvand.wikispaces.com/>)
       1. Wiki=quick website creation and editing
       2. Provide access to information beyond classroom
       3. Easy way to update information and resources
    2. Wiki Tools
       1. Wikispaces ([www.wikispaces.com](http://www.wikispaces.com))
       2. Wet Paint (<http://www.wetpaint.com/>)
       3. pbWiki (<http://pbwiki.com/>)
    3. Working with a Wiki
       1. Sign up for an account with wikispaces (see link above)
       2. Designate for k-12 purposes and they remove the ads for free
       3. Editing your space
       4. Permissions and security settings (allowing messages)
       5. Look and Feel
       6. Adding pages
       7. Editing navigation
       8. Editing pages
       9. Inserting hyperlinks, images & files
    4. [Google Custom Search Engine](http://www.google.com/coop/cse/)
       1. select only the sites you want students to search
       2. allow students to conduct keyword search of those pre-selected sites
       3. remove annoying ads from search results
       4. share search engine with others, collaborate on adding sites
       5. example: [Solar System Search Engine](http://www.google.com/coop/cse?cx=012094629152321566053:sjh84bwxao4)
       6. example embedded in a Wiki: <http://umdpractice.wikispaces.com/Search>
    5. Creating a custom search engine
       1. Sign-up for Google account
       2. Identify 5-7 websites to use (paste them into Word document and save it)
       3. Adding sites
       4. Removing ads (use control panel under “basics”)
       5. Sharing your search engine with others
          1. Through direct URL
          2. Through embedding in Wiki or other website
       6. Editing the search engine/using the control panel
12. **Play time and collaborative small group opportunity**
    1. [TrackStar](http://trackstar.4teachers.org/trackstar/)
       1. create a “track” through a specific set of websites
       2. no keyword searching involved for students
       3. provide guidance to students through comments attached to each site
       4. example: [Solar System Track](http://trackstar.4teachers.org/trackstar/ts/viewTrackMembersFrames.do?org.apache.struts.taglib.html.TOKEN=93af80a8d412b805ecf1ee361a810925&number=390592&password=)
    2. Creating your own Track
       1. Sign up for Trackstar account
       2. Use sites from Custom Search Engine
       3. Write annotations/comments
    3. [ShareTabs](http://sharetabs.com/)
       1. create a set of tabs to different websites you preselect
       2. students can move back and forth through tabs without ever losing access to original sites
       3. **biggest downside:** can’t save your tracks to go back and edit them later
       4. example: [Search Engines](http://sharetabs.com/?searchengines)
    4. Creating your on Sharetab
       1. Use sites from Custom Search Engine
       2. Pick a personalized name
       3. Tabify ‘em!
13. **Play time and collaborative small group opportunity**
14. Tools for Annotating the Web
    1. Awesome Highlighter (<http://www.awesomehighlighter.com/>)
    2. Best suited for marking-up a single page rather than an entire website
    3. Can be used to help draw attention to specific information on a site
       1. Example page (<http://awurl.com/7KSmlCtm2>)
    4. Creating your own highlighted page
       1. Create an account with Awesome Highlighter
       2. Pick out a site to highlight
       3. Highlight your page, add notes
       4. Bookmarklet/Firefox Add-on
    5. WizLite (<http://wizlite.com/>)
    6. SharedCopy (<http://sharedcopy.com/>)
       1. These tools allow for collaboration (which isn’t always good)
15. Tools to Enhance Readability
    1. TidyRead (<http://www.tidyread.com/>)
    2. Readability (<http://lab.arc90.com/experiments/readability/>)
       1. These tools remove the clutter of the web
       2. Minimize distractions from images, animations, and other multimedia
       3. Example
          1. [Solar System](http://starchild.gsfc.nasa.gov/docs/StarChild/solar_system_level1/solar_system.html) (normal site)
          2. Solar System (without clutter using TidyRead)
       4. FireFox Add-on for both tools
       5. Install on each computer
       6. Provide student with control over tool
16. **Play time and collaborative small group opportunity**
17. Cross-Curricular Tools
18. TerraClues (<http://www.terraclues.com/Default.aspx>)
    1. Scaffolds learner by
       1. Providing text-based clue
       2. Providing visual cue in the form of uploaded image and map
       3. Allowing student to conduct a Google keyword search
       4. Allowing student to conduct a map location search
    2. Creating a Terrahunt
       1. Create a school account
       2. Advantages of school account
          1. Can sign-up users without e-mail addresses
          2. Can track student progress through different hunts
          3. Can set a password for the entire class
          4. Can require (or not) students to login with a username
          5. Can make specific hunts available to students
          6. Can allow students to create their own hunts
       3. Adding clues, images, comments
       4. Testing your hunt
19. [VoiceThread](http://voicethread.com/#home)
    1. View samples
    2. VoiceThreads allows you to…
       1. share images, PowerPoint slides, documents, videos
       2. add comments as text, audio, video
       3. allow students to add comments to each slide
       4. comment moderation
    3. Classroom accounts
       1. $60 per year
       2. Can create student accounts without e-mail addresses
       3. Protected environment for students to learn and create their own threads
    4. Creating a Voicethread
       1. Free account to get started
       2. Adding images, comments, comment moderation
20. **Play time and collaborative small group opportunity**
21. What did we miss? What else would you like to cover?
22. Individual work time on technology supported learning activities
23. Debrief, feedback, future topics/ideas