



2010 ASET Spring Conference at a Glance

Thursday, April 22nd

7:00 – 10:00 p.m. **Meet 'n Greet**
(NO CHARGE to Conference Registrants)

Friday Pre-Registration Available. Come and Meet your ASET colleagues!

Friday, April 23rd 8:45 – 3:30 – See Full Agenda on Website

MORNING KEYNOTE:

“Harnessing the Power of Peers and Providing Cognitive Prosthetics: How New Technologies Might Enhance Special Education”.

(Steve Joordens, University of Toronto Scarborough)

MORNING WORKSHOPS:

A1. Assistive Technology for Writing Language.

Todd Cunningham, OISE, University of Toronto; Sick Children's Hospital

A2. The Province's Best Kept Secret: The Ontario Educational Resource Bank (OERB).

Urs Bill and Rose Burton Spohn – OERB, Ministry of Education

A3. Linking Assistive Technology to Student Learning.

Sherrie Rain, Trillium Demonstration School, Provincial Schools Branch

A4. Teaching and Learning with the iPod? Of course! Necessary for some, beneficial for All.

Michael Kerr, Sagonaska Demonstration School, Provincial Schools Branch

A5. What's Up? – Resource Services Library has created an on-line catalogue & Repository!

Bob Minnery, Coordinator, Resource Services Library, W. Ross Macdonald School for the Blind

A6. E-Learning with Adobe Captivate Version 4.

Terry Poirier, ErinoakKids

AFTERNOON KEYNOTE:

“Text-To-Speech; More than a Talking Computer”
(Dr. Stephanie Timmer, Todd Cunningham)

AFTERNOON WORKSHOPS:

B1. The Future of Learning.

Dr. Stephanie Timmer, PhD, Developer and President, Premier Literacy

B2. Connected and Engaged - Differentiation and Innovation

Zoe Branigan-Pipe, Hamilton Wentworth District School Board

B3. Interactive Whiteboards: Supporting the Participation of all students in classrooms

Susie Blackstein-Adler, Kim Antonius, Bridges-Canada

B4. Use WordQ/SpeakQ to Support Written Communication.

John DeLuca, Strategic Transitions.

B5. La technologie au conseil Franco-Nord.

Stephane Lajeunesse, Conseil Scolaire Franco-Nord

B6. Teaching and Learning in the Modern Classroom: Using A.T. to Engage Today's Students.

Dan Rolo, Amethyst Demonstration School, Provincial Schools Branch.



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WORKSHOP SESSIONS

MORNING KEYNOTE:

“Harnessing the Power of Peers and Providing Cognitive Prosthetics: How New Technologies Might Enhance Special Education”

Steve Joordens, University of Toronto Scarborough

In his presentation Professor Joordens will describe two new ways technology is being used in educational and clinical settings. The first is an internet-based technology called peerScholar (www.peerScholar.com) that supports peer-assessment in a pedagogically powerful, but logistically easy, way. With this technology, peers can assist one another at either the preparation, draft, or final stages of virtually any assignment, and they can do so in ways that require as much or little teacher involvement as the teacher wishes. The second part of the talk will focus on some ways, and some ideas, about how iPhones and similar devices can be used as “cognitive prosthetics”; devices that assist the user with respect to some form of cognitive issue. One application, targeted at assisting patients in the early stages of Alzheimer’s Disease, will be presented as a concrete example. In both cases, Professor Joordens will offer some thoughts on how such technologies might benefit special education populations, but the hope is that his presentation will stimulate ideas as much as present them.

MORNING WORKSHOPS:

A1) Assistive Technology for Writing Language.

Todd Cunningham, OISE, University of Toronto; Sick Children’s Hospital

Written output has remained one of the greatest barriers for students with a learning disability. Many students have great ideas in their mind however, by the time they express those ideas on paper, the richness of the idea has been lost. Many students struggle with the formation of letters, choose their vocabulary based on words they know how to spell, produce simple sentences that do not flow together, and are unable to edit the majority of their work. This presentation examines the integration of assistive technology (AT) and learning strategies (LS) that can aid a student. The presenter will walk through the writing process demonstrating the use of AT and LS. In this presentation, a new line of assistive technology, spelling and grammar assistant software, will be demonstrated.



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A2) The Province's Best Kept Secret: The Ontario Educational Resource Bank (OERB). ***Urs Bill and Rose Burton Spohn – OERB, Ministry of Education***

How often do you find yourself looking for really engaging resources that meet students' needs? Look no further than the the OERB, an online databank of over 18,000 free units, lessons, videos, games, worksheets, and interactive resources sure to interest students from K-12. All resources can be modified to meet the needs of students, and if you have exciting and effective resources you yourself have developed, you can share them with other teachers by contributing them to the OERB. We'll bet you won't be keeping the OERB a secret in your board once you see it for yourself!

A3) Linking Assistive Technology to Student Learning.

Sherrie Rain, Trillium Demonstration School, Provincial Schools Branch

After using Kurzweil, Dragon or other assistive technology, do your students still submit work that has spelling errors, illogical words, missing endings, and run-on sentences? In this workshop, participants will learn how to teach students to write polished copies of assignments independently of the teacher.

Sherrie Rain is a teacher at Trillium Demonstration School in the Provincial Schools Branch of the Ontario Ministry of Education.

A4) Teaching and Learning with the iPod? Of course! Necessary for some beneficial for All.

Michael Kerr, Sagonaska Demonstration School, Provincial Schools Branch

Technology is rapidly becoming mainstream. It is also becoming smaller and more powerful. In this workshop you will explore, hands on, the world of possibilities afforded by the iPod. Participants will have the opportunity to explore how iPods can be used in the classroom. Topics will include SMART Board applications, email, audiobooks, eBooks, text to speech (TTS) and speech to text (STT), calculators, dictionaries, mathematics, science, current events and mind mapping. Bring your imagination and we will supply the iPods—or bring yours if you've got one.



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A5) What's Up? – Resource Services Library has created an on-line catalogue & Repository!

Bob Minnery, Coordinator, Resource Services Library, W. Ross Macdonald School for the Blind

The Resource Services Library, under the direction of Ontario's Provincial Schools Branch, has created an online catalogue and repository that enables advisors to download alternate format text directly to their computers. The presentation will demonstrate how easy the system is to use and outline the project's history, rationale and future directions.

A6) E-Learning with Adobe Captivate Version 4.

Terry Poirier, ErinoakKids

Internet-delivered instruction continues to grow rapidly. Today, educators can create and deliver online courses complete with built-in tracking and assessment to gauge learning. Staff, teachers, and students can learn online at their own pace or attend live virtual classes or training sessions from home or other convenient locations thanks to Adobe Connect. This session will examine how Captivate version 4 can create instructional content for the classroom as well as how it can be used as a professional development tool in school boards. With the connectivity of Adobe Connects teachers can spend more time in the classroom and less time and (board) money traveling between schools and going to other off-site locations.

This is a bilingual tool that could provide equal access to content building in French, and also features intriguing accessibility features such as text to speech and closed captioning.



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AFTERNOON KEYNOTE:

“Text-To-Speech; More than a Talking Computer”

Dr. Stephanie Timmer, Todd Cunningham

Text-to-speech (TTS) programs transform the text on a computer screen into speech which has been found to increase a student with a reading disability’s reading speed and length of sustained reading. The workshop will present the findings of a recent study that investigated how comprehension is affected by the use of TTS programs and how to integrate these programs into differentiated instruction. The presentation/workshop is designed to increase users’ knowledge around text-to-speech software and how to implement it on a day-to-day basis. Audience members who work with students who have reading disabilities would benefit the most from participating in this workshop.

AFTERNOON WORKSHOPS:

B1) The Future of Learning

Dr. Stephanie Timmer, Owner and President, Premier Literacy

Dr. Timmer has spent the last decade promoting technology and creating and educational revolution. She will present a workshop on the future of learning and how Premier will lead the way to that future. Her workshop is sure to entertain, inform and empower.

B2) Connected and Engaged – Differentiation and Innovation

Zoe Branigan-Pipe, Hamilton Wentworth District School Board

Examples of lessons, blogs, podcasts and cloud computing applications and tools (livescribe, front row sound system, google docs, twitter, voicethreads, global collaboration initiatives) will provide the participants with authentic understanding of how a classroom with a limited set of computers can fully integrate a 21st Century approach to meet a wider variety of learners. This presenter will highlight projects such as how she has collaborated with over 25 different schools worldwide to engage students in reading, math and social studies, as well as innovative ways she has used podcasting tools to differentiate instruction. Participants will see first hand how both commercial collaborative activities and 2.0 web applications foster relationships and a sense of community within the classroom and thus, empower students to take control of their own learning. Participants can go to the presenters’ blog at: <http://pipedreams.edublogs.org> for more information.



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B3) Interactive Whiteboards: Supporting the Participation of all students in classrooms

Susie Blackstein-Adler, Kim Antonius, Bridges-Canada

Students in Ontario receive assistive technology designed to support their participation in academic activities, but these tools are often underutilized. Interactive whiteboards hold the promise to change this reality, allowing students with diverse learning challenges to participate more fully in small group and large group instruction. This presentation will discuss 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, including those who use AAC or require alternate access.

B4) Use WordQ/SpeakQ to Support Written Communication.

John DeLuca, Strategic Transitions.

In this session, participants will learn how to use WordQ in a hands-on lab setting. By the end of the session, participants will experience WordQ's in context word prediction, content reading support and auditory feedback for proofreading/editing within a variety of computer settings (Word, email, internet, Inspiration). In addition, they will have an opportunity to see how SpeakQ (voice recognition technology with "speech-enabled word prediction") works as an alternative to other voice recognition software.

B5) La technologie au conseil Franco-Nord.

Stephane Lajeunesse, Conseil Scolaire Franco-Nord

Les participants auront l'occasion de se familiariser avec le modèle de prestation du Conseil Franco-Nord en ce qui porte à l'intégration de la technologie en salle de classe: l'intégration de la télé-étudiante et des tableaux blancs interactifs au sein du Conseil, l'appui offert aux élèves, les formations offertes aux personnels, l'appui aux évaluations (OQRE, tâches diagnostiques/formatives et sommatives) et des trucs pratiques.



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B6) Teaching and Learning in the Modern Classroom: Using A.T. to Engage Today's Students.

Dan Rolo, Amethyst Demonstration School, Provincial Schools Branch.

This session will examine how to effectively integrate technology (assistive and other) to maximize classroom instruction and improve student engagement and learning.

Technologies to be addressed include: Kurzweil 3000, Dragon Naturally Speaking, SMART Notebook, and the SMART Interactive Response System.

Currently seconded at Amethyst from the St. Clair Catholic School Board, Daniel is a certified SMARTBoard Trainer with experience in effectively implementing assistive technology with mainstream and learning disabled students.