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# Iowa Writing Project

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Integrating technology into the writing  
classroom

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# Oh, how technology is frustrating!

- Lack of resources
  - Lack of training
  - Always changing
  - Hard to be at square one and learn something new
  - Overwhelming amount of information
  - Can be a “brain drain”
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Why is it so important for us to integrate technology into our writing classrooms?

- Insert YOU TUBE video

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# What do teachers think?

## ■ Teacher

“I want my students to put pen to paper and experience the writing process in a tangible way.”

“Technology is, in some ways a black hole. I wish it were easier for us to keep students away from games and dinking around when I give them work time.”

“Technology is a way that I can connect with my students on their level. Their entire mode of communication involves technology. By integrating technology into my classroom, I feel like I am gaining “street cred” with them!

“ I want my students to have option to write in different ways both with technology and by physically writing things down.”

“ It is all about relevance. Technology on a lot of levels creates relevancy in their lives. It doesn't have to be creating some huge project on the web– it can simply be referring to texting when giving examples of formal and informal language.”

“My biggest issue with technology is that I don't know what I am doing. I feel uncomfortable telling students how to do something when I myself have no clue.”

“I need ideas!!!”

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# What do students think?

## ■ Students

“I like submitting my writing to the teacher online. I think it saves paper and is more earth friendly.”

“It’s fun when the computers work. I forgot my password though so I didn’t get a lot of time to write.”

“It was cool blogging about the book. I felt like I wasn’t at school!”

“I liked it that I could see what others thought right away.”

“ I wish more teachers would do stuff with the computers.”

“I think your comments [on my essay] were easier to understand when they were typed.”

“I am a really slow typer, so I like having the option to hand write my essays.”

“I like being able to voice my opinions because I don’t always know what to say in class.”

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# I need ideas!

- Response using Microsoft Word
  - Use of blogs and a tool for assessment
  - Facebook Character Project
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# Responding in Microsoft Word

- Inserting comments
  - Traffic light response
  - Properties of document
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**Red:**

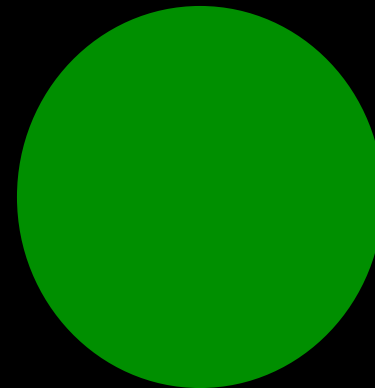
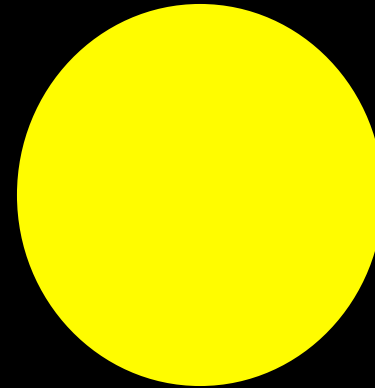
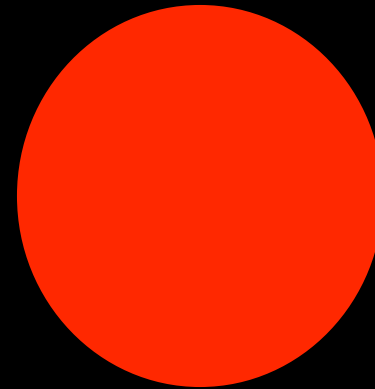
Stop and ponder! What can I change about this section/sentence? Sections with red comments should be addressed with a writer's eye.

**Yellow:**

Golden idea! Wow, I needed to slow down and read that again. It was wonderful!

**Green:**

Go to and fix! The sentences/phrases or words highlighting in green are where punctuation, grammar or spelling needs to be polished. Green sections should be addressed not only in that specific section but in the whole essay as well.



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# Blogs

- Several websites that offer space to create blogs.
    - ❑ Google: Blogger
    - ❑ Teacherweb: has available blogging space
    - ❑ Yahoo
    - ❑ AOL
    - ❑ Do a search! There are new and free blog spaces opening up everyday!
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# Mrs. Bentley's English Class

- Blogger (space available to those using google services like gmail)
  - Easy to set up
  - Interesting graphics to choose from
  - Easily updated
  - Have to create a Google account to post comments on blog
  - Google hasn't ironed out all of the kinks!
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# How to assess— trial by fire...

- Sample rubric
  - Setting parameters
  - Reminding kids about rules of usage
  - Be prepared to do a little damage control with posts
  - Remembering passwords!! AHH!
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# Facebook Character Project

## Who I Met at the Discothèque (Disco)

- **Introduction:**

Groovy Baby! You have mysteriously dropped into the 1970s.

Even though you have come on like gangbusters, you have not been able to figure out how to get back to 2009. Even though you're down, you are going to keep on truckin'. Now what?

- **The Task:**

Since you have been unable to figure out how to get back to 2009, you decide to take care of business and get into the 1970s. Can you dig it? Being new "in time" you decide to head to the local discothèque and meet some of the superstars and biggies of the time and get to know them better. However, right now you're a turkey and you don't want to look like an old fogey. You need to blend in so you'll need to dress up and play the part.

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# Disco/ Facebook Profile

## ■ Procedure:

You will work on planning and researching your character so you will be able to portray someone from the era at the disco.

In order to portray your character successfully you must first find out all you can about the person you will depict and the period.

Using your resources, investigate the person and period in order to create your persons profile and determine how to dress.

Each member of the class will assume the identity of the person they have researched and created a Facebook profile for, then “be” that individual at the disco.

During your visit to the disco, you will mingle and meet other characters.

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## How did it all work?

- Template was created and posted on school's server and also on Teacher Web pages
  - All research was done through library databases
  - Free reign for photos
  - Done in conjunction with research speech unit, where they were required to complete and outline and works cited.
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## What did the kids think?

- 147 out of 152 completed project and were granted admission into the Disco.
  - Most were high quality projects
  - Few questions by students directed specifically at the teacher.
  - A lot less problems with format than we had thought.
  - **RELEVANCE, RELEVANCE, RELEVANCE!**
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