DAY	TIME	ROOM	TOPIC	*PRESENTER*	Abstract
6/5/2007	9:00 AM	Room 201	**Now Playing – Digital Movies Created by You!**	*Michele Wiles, UWG*	Learn the basics of creating your own digital movies using MovieMaker. You'll even learn how you and your students can easily create movies using archived film and photos from the Library of Congress, video and images from United Streaming, and other web resources. You don't even need a camera to produce high quality, instructional videos and visual learning activities.
6/5/2007	9:00 AM	Room 225	**Developing Mental Power – A Nontraditional Teaching Approach**	*Terrie Kielborn, 2004 Georgia Middle School Science Teacher, 2002 Presidential Award of Excellence for Teaching Mathematics and Science*	How often do teachers really know what their students are thinking? We emphasize grades but have not devoted time for "getting inside" our students' heads. This session will highlight ways to get students to work on math without pencils, forcing them to think and explain what they know.
6/5/2007	9:00 AM	Room 3	**Passing the Baton: Coaching the Next Generation of Teachers**	*Jan W. McPherson, Carrollton City Schools*	This presentation will focus on those who aspire to be leaders in shaping the next generation of teachers. Research qualifies that teacher retention is at an all time low. Teacher leaders have the awesome opportunity to bridge the gap between theory and practice, influence the future of education, and revitalize their own careers. We will explore coaching strategies that can make this possible.
6/5/2007	10:00 AM	Room 200	**Teacher Leaders: The Force Behind Powerful Learning Communities**	*David Hill, UWG*	School improvement research suggests that schools organized as professional learning communities are more likely to improve and sustain improvement over long periods of time. Distributed leadership is a hallmark of learning communities. Learn why distributed leadership works and the steps to take in expanding leadership capacity that supports learning communities.
6/5/2007	10:00 AM	Room 225	**Developing a Learning Environment that Supports Mathematical Understanding**	*Fenqjen Luo*	This presentation addresses how to establish learning environments that promote meaningful understanding of mathematics for students from different cultural and mathematical backgrounds, and build on each student's strength. The methods of designing learning environments and for getting students to unpack and share their thinking will be discussed with specific examples.

6/5/2007	10:00 AM	Room 226	**Reading: What's Hot and What's Not?**	*Cathleen Doheny, UWG*	What does it mean to be *hot/not hot* ? What issues are *very hot* ? What should be *hot/not hot* ? What was *hot* last year? Each year the International Reading Association publishes a survey to rank the hottest topics in literacy education. The results are in! Come share your views!
6/5/2007	10:00 AM	Room 3	**Examining Educational Issues in International Contexts**	*Janet Strickland, UWG*	This session will focus on the purpose of schooling and educational access and opportunity in the United States and abroad. Participants will identify effective teaching and learning strategies from around the world. A panel will discuss a variety of topics of interest to classroom teachers.
6/5/2007	11:00 AM	Room 200	**Adventures in Innovative Science Pedagogy**	*Andrew Leavitt , UWG*	Two innovative teaching methods have been developed and are in practice; an on-line, off-site two-semester general chemistry sequence designed for chemistry majors called *eCore Chemistry* and a new paradigm for teaching general chemistry called *Studio Chemistry* . *eCore Chemistry* delivers content on-line and also includes college-level, wet chemistry laboratories, to be performed at home. *Studio Chemistry* seamlessly integrates lectures and laboratories in one specially designed classroom.
6/5/2007	11:00 AM	Room 201	**University of West Georgia Child Development Center**	*Amy Ware and Allison Driver*	The University of West Georgia Child Development Center is a Georgia Lottery funded Pre-Kindergarten program. This session will provide you with information about this child-centered program and developmentally appropriate practice for four-year-olds. Hands-on examples and photos of activities and projects will be on display. Two members of the Child Development Center staff will be available to share information and answer questions about the program.
6/5/2007	11:00 AM	Room 225	**Society in Perspective: Challenging Commonsense Understandings of the World**	*Laurel Holland, UWG*	In an increasingly multicultural society students are often confronted with information about the social world that contradicts their commonsense understandings of how the world works. As educators we may unwittingly challenge their knowledge foundation as given to them by parents, ministers, and peers. How can we help the student develop a sociological imagination without threatening their core values? It is a difficult challenge but by helping students to appreciate viewpoints other than their own and to understand how these viewpoints came into being, we allow them to see their place in the larger world.

6/5/2007	11:00 AM	Room 3	**What They Didn't Tell You…Beginning Teaching, Building Trust, and Surviving Tribulation**	*Gretchen Watson, Carroll County School ESOL*	This presentation will present some common pitfalls of beginning teachers, motivate and excite children about learning, and add some humor to the lives of educators. My background is in foreign language and ESOL, and I will offer up the Ten Suggestions for a successful year with ELL students.
6/5/2007	12:00 PM	Room 4 & 5	**Studying Scientific Inquiry Close to the Classroom**	*Donald Wink, University of Illinois at Chicago*	Teaching scientific inquiry is part of the dynamic of science education throughout K-12, college, and in graduate school. This talk will present work that has been done to support student learning about inquiry in diverse classroom settings, unified by a theme of examining how classroom inquiry does, or does not, intersect with inquiry as it is done in authentic science settings. The talk will include references to theories about inquiry and how inquiry learning can support content learning. The potential of the pedagogy embedded in the Science Writing Heuristic method of laboratory work will be discussed with specific examples from college and high school classrooms.
6/5/2007	1:00 PM	Room 201	**Virtual Classroom Experience**	*Mary Hancock, UWG*	Virtual classrooms present a rich body of actual teaching and learning scenarios that provide opportunities for observing, interpreting and judging the effectiveness of instructional strategies, activities, and classroom environments. Virtual classrooms provide a forum for both pre-service teachers and teaching professionals to critically observe and reflect on their own "best practice" as well as that of their colleagues.
6/5/2007	1:00 PM	Room 225	**Strategies for Increasing Student Engagement in the Math Classroom**	*Jonathan Laney – School Improvement Specialist, West Georgia RESA*	The important link between student engagement and academic achievement can not be understated. This session will provide strategies to increase student engagement in the math classroom. Strategies will focus on student-centered activities such as games and hands-on investigations which will bring excitement and enjoyment to the mathematics classroom.
6/5/2007	1:00 PM	Room 3	**Our New Bilingual Students**	*Wayne Craven, GA DOE*	

6/5/2007	2:00 PM	Room 200	**Celebrate Differences in Learning**	*Penny Johnson, Carrollton Schools*	Teachers sometimes feel burdened trying to meet the needs of students who have different learning styles. Instead, learn to embrace those differences and design rich learning experiences suitable for all students. Consider using Multiple Intelligence Theory as a framework for lesson planning.
6/5/2007	2:00 PM	Room 225	**Integrating the Graphing of Mathematical Functions into Arts Curriculum**	*Mohammed Yazdani*	The graph-related curricula in mathematics education are used to model, solve problems, and draw conclusion as recommended by the National Council of Teachers of Mathematics (NCTM, 2000). Ample body of research indicates that the students who use graphing calculators in support of their learning of mathematics have significantly higher scores than those taught by traditional methods in their exams. In addition, graphing calculators are utilized, by some mathematics educators, as a method of teaching and learning mathematics that influences the emergence of such rich usage of these tools. In this presentation we introduce some activities to integrate the graphing of functions and drawing of art work using graphing calculators. The activities can be utilized in mathematics classes to point out the beauty of mathematics, its applications in arts, and motivate the students at the same time.
6/5/2007	2:00 PM	Room 226	**Teepees and Totem poles: Misrepresentations of Native Americans in Literature and Classroom Practices**	*Tami Ogletree, UWG*	Many educators have been exposed to false perceptions and stereotypes of Native American Peoples. This interactive session will spotlight what every educator should know to become a committed, culturally responsive educator in regards to the 510 federally recognized tribal Nations in this country. The presenter will also share guidelines for planning relevant and appropriate curricula and literature selection for subject authenticity.
6/5/2007	3:00 PM	Room 201	**Electronic Middle School Family Involvement**	*Penny Saurino, UWG*	Many Middle Schools today house a Family/Parent Resource Center in compliance with No Child Left Behind. Even though these Centers are filled with valuable resources, parents may never receive the information they are seeking because they either are afraid to enter the school or will not take the time to do so. Our workshop, conducted by the students of University of West Georgia's Middle School Program, will introduce you to the various resources available to parents through our Family Involvement Website. We hope that through our workshop, you will gain new insights into family involvement and at the same time obtain a valuable resource for you and your students' families.

6/5/2007	3:00 PM	Room 225	**Diagnosing and Correcting Student Errors (Mathematics)**	*Ros Duplechain, UWG*	Participants will gain knowledge necessary for learning how to diagnose student's error patterns and design appropriate remediation. In particular, participants will be introduced to a model that provides specific steps for diagnosing and correcting student errors. In addition, participants will be given the opportunity to practice these steps through the use of student work samples provided by presenter.
6/5/2007	3:00 PM	Room 3	**Hook-Line-Sinker**	*Ron Shepherd, UWG*	As a practitioner turned college supervisor of UWG interns, when I enter a classroom to observe my student teachers, here are three very important items I look for in their lesson delivery. 1). Did they "hook" the students' interest with some exciting activity or thought-provoking question?—something which might create some "inquiry." 2). How did they "line" up their activities? How were their activities sequenced? Was there a smooth "reeling in" of activities as they transitioned from one activity to another? 3). As the "sinker" goes to the bottom of the lake, how did they "close" their lesson? Was the closure a formal or informal process?