

DAY	TIME	ROOM	TOPIC	PRESENTER	ABSTRACT
6/6/2007	9:00 AM	Room 4 & 5	From Information to Transformation: Learning, Teaching and the Inner Life	<i>Tobin Hart, Professor and Interim Chair, Department of Psychology, UWG</i>	
6/6/2007	10:00 AM	Room 200	Traumatic Events and School-aged Children: The Good, the Bad and the Ugly	<i>Ros Duplechain, UWG, and Barbara Braun, Tanner</i>	This presentation will discuss the effects of traumatic events, such as violence exposure, on the school achievement, school behavior, and mental health of children from the point of view of educators. This information should help teachers identify students exposed to violence, see how traumatic exposure might play out in school environments, and learn of school activities and local agencies that can be used to assist such students.
6/6/2007	10:00 AM	Room 201	Using Online Tools to Improve the K-12 Experience: See What Others are Doing!	<i>Janet Gubbins, UWG</i>	Whether it's discussion areas for collaboration, individual journaling, or online self-tests, course management tools like Blackboard/Vista can enhance learning. Students can track their progress and access helpful info anywhere/ anytime. Instructors can manage grades efficiently; and provide access to the latest resources. Exemplary K-12 courses will be shared.
6/6/2007	10:00 AM	Room 225	Learning the Language of Mathematics	<i>Jill Reddish</i>	Engaging students in listening, speaking, reading, and writing mathematics is important part of learning mathematics. Under the new GPS curriculum students are to, "Use the language of mathematics to express mathematical ideas precisely." This session provides participants with strategies and games that develop students' recall and understanding of mathematics vocabulary
6/6/2007	10:00 AM	Room 3	Inside-Out: Engaging Middle School Students in Today's Learning Environment	<i>Penny Saurino, UWG</i>	Would you like to make your classes more engaging for you and your students? Are you ready for some new ideas to take back to your middle school classroom that are developmentally appropriate for your students? This workshop will give you plenty of hands-on/minds-on activities that will be meaningful and engaging regardless of the content area. Activities will include various forms of engagement including ideas for bringing today's media into the classroom, expanding literacy and learning through social action, local learning and public culture, and vocabulary acquisition that is anything but boring.

6/6/2007	11:00 AM	Room 200	Let the Whole Village Celebrate the Learning	<i>John vonEschenbach, UWG and Ms. Amanda Driver, Carrollton Schools</i>	"To educate the whole child, it will take a whole village." This quote captures an endeavor between the University of West Georgia and the Carroll County School System. This endeavor within a Professional Development School model strongly endorses the belief that all three instructional partners: the university faculty, the public school personnel, and the parents/caregivers are the key for unlocking our children's intellectual, emotional, and physical potentials for becoming educated and successful citizens. This session will address the design and implementation for empowering parents as instructional partners
6/6/2007	11:00 AM	Room 225	How We Know	<i>Harry Morgan, UWG</i>	How much we know grows from <i>experience</i> . Everything that we <i>experience</i> enjoys an opportunity to become <i>knowledge</i> when we <i>attend</i> to that experience. Our <i>attention</i> is attracted to experiences that we consider <i>important, charming,</i> and occasionally, <i>essential</i> . Experiences that our attention decides to "try on" enter our <i>short term memory</i> . The stay here can be extremely short. After arriving here, information will be <i>discarded</i> or <i>passed</i> on to <i>long term memory</i> . Information that is passed on to <i>long term memory</i> , becomes <i>learned</i> . After arriving here, new information becomes integrated with previously acquired information, and this becomes <i>knowledge</i> . This process created the popular phrase that, <i>children make meaning as they acquire knowledge</i> .
6/6/2007	11:00 AM	Room 3	U Theory.....Deep Reflection on Educational Purpose and Vision for Individuals and School Communities	<i>Mary Ann Lassiter, Cobb County Schools</i>	This presentation will discuss the benefits of developing individual and collective visions in order to affect the cultural environment of a school for teachers and other stakeholders. This format allows participants to reflect on their school climate, their personal commitment as educators, and their collective goals and aspirations for their school community, thus creating an increase in teacher "buy-in" and commitment rather than compliance to visions which were generated by administrations without teacher input. The design of this project uses a pre-post survey, individual journaling with open ended questions, and a two phase intervention to develop both individual and shared visions. The intervention uses a purposeful 12 step deep reflection instrument, the U Theory, to enable participants to create both individual and shared visions for school improvement.

6/6/2007	12:00 PM	Room 4 & 5	Effective Teachers are Good Dancers: The Characteristics of Highly Effective Educators	<i>Pam Walker, GA Teacher of the Year, 2006</i>	There is no set model for an effective teacher, but there are commonalities that most effective teachers share. The presentation gives an in-depth look at some of those characteristics using an analogy that compares expert dancers to top notch teachers. How good of a dancer are you?
6/6/2007	1:00 PM	Room 2	Integrating Inquiries: Ideas from Science about Supporting K-12 Student Thinking Skills	<i>Donald Wink, University of Illinois at Chicago</i>	Instruction in discipline-specific ways requires that educators attend to the particular thinking patterns relevant to that discipline. Sets of skills developed in one area, however, impact others and awareness of how different areas support student thinking can affect our discipline-specific practices. This activity-based presentation will discuss specific examples of how a science educator has integrated ideas from mathematics and literacy into his instruction, and how learning inquiry science can affect students' work in those other fields.
6/6/2007	1:00 PM	Room 200	ToY Follow up session	<i>Pam Walker, GA Teacher of the Year, 2006</i>	
6/6/2007	1:00 PM	Room 201	Diagnostic and Developmental Reading Clinic- University of West Georgia	<i>Marie Holbein and Donna Harkins, UWG</i>	The Developmental and Diagnostic Reading Clinic operated by the Department of Curriculum and Instruction within the College of Education serves the needs of the surrounding community of learners and supports the on-going preparation of current and future teachers in Georgia. The major function of the Clinic is to provide assessment and instructional services to students in grades K-12 and to adults who are having difficulties with reading. Using a variety of both informal and formal evaluations, clinic instructors, undergraduate students, and graduate students work individually with clients to assess reading skills, formulate plans of instruction, and provide tutoring services.
6/6/2007	1:00 PM	Room 225	Stereotypes and Mascots	<i>Barbara Kawulich, UWG</i>	These power point slides and talking points illustrate some of the worst offenders regarding how indigenous peoples are represented, and it addresses tips for selecting reading materials that are respectful representations of native peoples.

6/6/2007	1:00 PM	Room 3	Readers Theatre: To Grade or Not to Grade?	<i>Hema Ramanathan, et al, UWG</i>	A classroom teacher supervising a student intern had many concerns including: How do I deal with grading the intern? What role do I want to play in the assessment of the intern? How could the university help me do my job well? This research-based Reader's Theater performance highlights these issues, voicing the concerns of the supervising teachers in their own words.
6/6/2007	2:00 PM	Room 2	Integrating Inquiries: Ideas from Science about Supporting K-12 Student Thinking Skills	<i>Donald Wink, University of Illinois at Chicago</i>	Instruction in discipline-specific ways requires that educators attend to the particular thinking patterns relevant to that discipline. Sets of skills developed in one area, however, impact others and awareness of how different areas support student thinking can affect our discipline-specific practices. This activity-based presentation will discuss specific examples of how a science educator has integrated ideas from mathematics and literacy into his instruction, and how learning inquiry science can affect students' work in those other fields.
6/6/2007	2:00 PM	Room 200	Teaching from the Heart	<i>Tom Peterson, UWG</i>	Teachers and students are enlivened and discover new and personal meaning when teachers find the courage to teach from the heart.
6/6/2007	2:00 PM	Room 201	Can You Do It? Yes You Can!!	<i>Michele Wiles & Amy Ware, UWG</i>	Learn to integrate technology in Pre-K and elementary classrooms using the best the web has to offer as well as concept mapping software, productivity tools, digital cameras, and electronic microscopes. We've created learning centers you can replicate in your own classrooms to design mind-on curriculum for the 21 st Century. Join us and visit the center(s) of your choice.
6/6/2007	2:00 PM	Room 226	Argument, Not Opinion: Standards of Evidence in Contemporary American Culture	<i>Randy Hendricks, UWG</i>	This presentation, an interrogation of pseudo-democratic values, addresses the need to help students understand that coming of age in the "age of information"—characterized by visuals and sound bites—requires the ability to "read" and evaluate media images as text.

6/6/2007	2:00 PM	Room 3	All in This Together: A University/School District Mentoring Plan for Beginning Teachers	<i>Charlotte Holley, UWG</i>	For many beginning teachers, the first year of teaching is the most perplexing experience of their career. Having completed the university internship program, many students become disillusioned and frustrated as they enter the classroom as a first-year teacher. In an effort to bridge the gap between being a student and being a professional teacher, some universities and school districts have entered into collaborative agreements. This session will explore the characteristics of one effective internship and school mentoring approach which has yielded positive results in several states.
6/6/2007	3:00 PM	Room 4 & 5	The Changing Face of Classroom Teaching	<i>Dr. Jon Wiles, UWG</i>	The Changing Face of Classroom Teaching will present a look at teaching past, present, and future. Particular attention will be paid to issues presented by the new learning technologies. Probable futures will be projected for consideration, and a Delphi survey will allow participants to share their reactions to such possibilities.
6/6/2007	4:00 PM	Z 6	Wine and Cheese Reception		