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## Shifting Our Focus from Teaching Tools to *Learning* Tools

Matt Jewell, SDAWP 2011

The screen comes to life, revealing an eye, ringed in sweat. We hear quick, shallow breaths. The camera shifts focus from the eye to a bloodied fingernail, fervently working a large nail out of a wood plank. The camera pans back as the nail comes free, revealing a man, naked save for the shackles around his neck, wrists and ankles. He pries his shackles open with the nail, and then begins to free other prisoners, whom we now see as the camera pans back further still. Moments later, the man and two companions peer out the hatch of a wooden schooner. Sailors bustle around on deck. The man's eyes come to rest on a sheathed sword. With a shout, he rushes forward—only to freeze mid-stride.

Amid loud protests, I push a button, and the following prompt is projected on the white screen at the front of the class: "What questions do you have?"

My students' questions come tumbling out. *Who are the prisoners? Why were they captive? Who were the men on deck? Did they kill them? Why can't we just watch the rest?!*

I've got them just where I want them.

### Technology as a "Teaching Tool"

If I were to teach eighth grade social studies today, I would use different technology to introduce that unit on "the origins and development of slavery" than I did when I first taught it six years ago. Rather than going to Blockbuster, renting *Amistad* and popping it in a VCR, I'd stream a clip from the Internet. Rather than writing the question on a transparency and using an overhead projector, I'd type it on my laptop and project it with my LCD projector. I would use different technology to teach that lesson today. From my students' perspective, it would be the same lesson.

I am not opposed to incorporating technology into our schools. In fact, I would like to see more emphasis put on it. However, I am extremely frustrated with how we incorporate it. Both of the schools where I've taught have invested heavily in technology. Every classroom at my present school site is equipped with a document camera and networked LCD projector. We have a computer lab with 55 just-like-new networked iMacs. Most classrooms have three or four networked computers for student use, and this past summer, the district purchased an iPad "teaching tool" for each teacher at my site.

Despite this investment in technology, in September, most of my sixth graders still typed a question, rather than using keywords, when searching for information on the Internet. If they didn't see the icon for Firefox in the dock at the bottom of their monitor's screen, they raised their hands for help ("Mr. Jewell, this computer doesn't have Internet!"). Many still do. With few exceptions, these same students have one or more computers and access to the Internet at home. Many of them have their own smart phones. They've been going to the computer lab at least once a week since they were in third grade. Digital tools surround

my students. Why don't they appear to know how to use them?

## Student Access to Technology

For the first five years of my teaching career, I taught in a school in which 80% of the student population qualified for free and reduced lunch. Few of my students had a computer at home. Most of those who did have a computer had neither a printer nor access to the Internet. Thus, I was not surprised that my seventh and eighth grade students did not know how to format a document, type, save their work, open an email account, etc. Because my students did not have access to computers or the Web at home, I felt a responsibility to provide that access at school.

I had plenty of technology at my fingertips, but creating opportunities for my students to use technology proved more challenging. We had a computer lab, which I was allowed to sign my class up for twice a month. We had a laptop cart, but—between recharging, rebooting and a lousy wireless connection—at the end of the period, it often felt like we had

gotten nothing done. If you'd asked my students how they used technology during the first two years that I taught, they might have made vague references to Internet research or mentioned typing an essay on a laptop. By the third year, I managed to put together a "technology project": PowerPoint presentations on the Presidents of the United States. The year after that, my students worked in triads to create a script for a commercial, record it with a digital camera, and then use MovieMaker to edit their work. The fifth year, we broke out the digital cameras again. This time the students worked in pairs to record a specific movement and write a frame-by-frame description of how flexor and extensor muscles worked together to make the movement possible.

I remember each project vividly, not because it was a logistical nightmare that seemed to stretch on and on, or because we arrived at a place where neither I, nor the students, knew what to do next. Rather, each project is memorable for the level of engagement I saw in my students: their willingness to continue working during lunch, ask to come in before school, trouble-shoot a problem when I told them, "I don't know how to do that. Click on the 'Help' tab to see if you can figure it out." I knew I had stumbled onto something powerful. I could say that I was supporting developing their digital literacy with some honesty. How often did they have the opportunity to do it? A few times per year.

When I began teaching in Cardiff, I knew that I would be working with elementary school students who, with few exceptions, had plenty of access to technology outside of the classroom. Last year, for example, every student in my homeroom had at least one computer at home; only one did not have access to the Internet. I also assumed that my students would be far more tech savvy. On that count, I was mistaken.

At the beginning of the year, maybe ten of the forty-nine students I worked with could reformat and correctly save a document using Microsoft Word. Fewer still had their own email accounts. As to their ability to navigate the Web and evaluate the veracity of the infor-

mation they found: if it was on the Internet, they believed it. They may have been digital natives, but, from my perspective, they were no more computer or digital literate than the students who I had worked with in the past—students who did not even have access to computers, much less the Internet, at home. Access is important, but access alone will not foster our students' digital literacy.

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## The Disconnect

Our students have grown up in a networked world, but what do they do with the technology? The Pew Internet and American Life Project tracked the technology use of 800 teens, ages 12-17, from 2000-2009. According to the report teen data resources at [pewinternet.org](http://pewinternet.org) (Moore, 2011), here is how teens spend their time online:

- 63% of teens surveyed use the Internet daily
- 73% belong to a social network such as Facebook or MySpace
- 38% of those teens use this as a platform to share their own art, photos, stories and videos
- 31% of the teens interviewed reported using the Internet to look up health and dieting related information
- 17% said they sometimes use the Internet to find answers to questions about sex, drugs and other issues that can be difficult to talk about
- 37% communicate with their friends through social networking sites everyday, versus only 11% who communicate with one another via email.

The majority of our students use technology outside of school daily, but the tasks they engage in don't require what are commonly thought of as the basics of computer literacy—being able to format and correctly save a word processing document, type, send and receive email, open and upload attachments. Why would students send each other emails, after all, when they can chat

## Dialogue

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### Writing in the 21st Century

Editors: Stacey Goldblatt  
Jennifer Moore  
Co-Editor: Janis Jones  
Layout: Janis Jones  
Writing Angel: Susan Minnicks

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<http://sdawp.ucsd.edu/>

in real-time? Send attachments? They can upload pictures and create links on their Facebook pages. Most of our students use their phones to post their status.

This highlights what DeVoss, Eidman-Aadahl and Hicks (2010) describe as the “digital disconnect;” a difference in the way in which (many) administrators and teachers, on the one hand, and students on the other, perceive the application of technology (p. 26). Those of us who did not grow up in today’s networked environment have a tendency to equate integrating technology in schools with the use of hardware—computers, projectors, document cameras, and interactive whiteboards—whereas, when students think about using technology, they think texting, Facebook and the In-

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ternet. This bias towards hardware influences our decisions when planning technology-based projects—myself, included. When I reflect on the projects I’ve had my students complete, they had to learn how to use a program to present their ideas in a different way, not unlike the way I might use my iPad to present a lesson in a different way. These tasks might require a certain degree of computer literacy, but there’s an important component that is being left out: the ability to find information, evaluate its veracity, and synthesize it. Sometimes, I think we look at our students’ (or children’s) faces glued to their phones or computer monitors, and assume they are far more competent with regard to technology than we are. The reality is that

our students have varying degrees of comfort and competence when it comes to their digital interactions. We all have a few technological wizards in our classrooms, but most of our students use the Internet the same way most adults I know do: to send each other messages and watch YouTube videos. Often, that’s about all they know how to do, and unless digital literacy skills are taught at school, they aren’t going to learn to do more.

### **Why We Have to Teach Digital Literacy**

The quality of our students’ learning experience is only as good as the questions we ask, the student interactions we facilitate, and their perception that what we are teaching them is relevant to their lives. We don’t need new technology to formulate the questions that will prompt our students to think more critically about their world, nor do we need it to create activities in which they interact with one another in meaningful ways. We don’t need it to teach reading, writing, and mathematical or scientific concepts. However, the second our students walk out our classroom doors, they’re on their own to navigate the sea of information that is the World Wide Web. Do they have the cognitive tools to “thoughtfully create, as well as judiciously consume, Web content?” (p. 32). Does it matter?

According to the National Education Technology Standards (NETS), my students should be able to “evaluate digital resources to determine the credibility of the author and publisher and the timeliness and accuracy of the content.” My students are on the Internet all of the time, but they are not reading critically. If they did, it might occur to them that, when it comes to supporting their claim that chewing gum helps you concentrate, data from the Wrigley Science Institute might just be skewed. Nor do I expect they would choose a picture of the Mayan Temple of the Jaguar to represent an Egyptian Pyramid in a social studies project (“But Mr. Jewell, I typed in pyramids!”). My students’ digital literacy, or lack thereof, has an impact on the discussions in my classroom and my students’ writing whether I want to teach the NETS or not. Given that many of my

students are on the Web daily, developing the skills to sift through all the nonsense is critical, and they’re not going to develop these skills on their own.

We have amazing resources at Ada Harris Elementary. There is a technology teacher who works with classroom teachers to plan technology-based projects, and we have a state of the art computer lab. Yet, that planning doesn’t translate into regular opportunities for students to use digital technology at school. Be-

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cause there is one computer lab and fifteen classes, our students can only get into it once a week for forty minutes. Server and hardware issues make it so that work begun in the lab often can’t be accessed in the classrooms and vice versa. Yet, the single greatest challenge, in my opinion, is a tendency to think of technology-based projects and technology standards as just one more thing to teach. A closer look at the NETS and their emphasis on creative thinking, recognizing bias, and problem solving should give us pause. It’s hard to make the argument that teaching the above skills is “just one more thing to do.” It’s not someone else’s job to teach these skills.

### **From “Teaching Tools” to “Learning Tools”**

Our students don’t only need the skills to navigate Internet content. They also need to know how to use digital tools to create content of their own. The NETS don’t mention a particular electronic device or program; rather, students need to choose the “digital resource” appropriate to the task they are engaged in and, when

they come to the inevitable point at which they are stuck, figure out how to become unstuck. There's no magic tool, one device or program they must know. The technology is constantly evolving, after all. Instead, we have to decide what our

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students need to know and be able to do, and then think about which digital tool(s) we can put at their fingertips to best facilitate this learning. In other words, we need to shift our thinking with regard to integrating technology into the schools from new "teaching tools" to finding ways for students to use technology as a "learning tool" on a regular basis. We need to move away from, "What project should we have our students do in the computer lab this trimester?" and, instead, begin asking:

- Which digital literacy skills do our students need to develop?
- What digital tools will best support them to get there?
- How can we put the technology in our students' hands more often?

### **iPads as Learning Tools**

As a teaching tool, I don't see how an iPad does much to promote my students' digital literacy. Its portability and versatility make it possible to do many of the things I already do—annotate text, model writing and note-taking with the document camera, record student progress on reading and writing goals on clipboards, prepare notes for absent students, etc.—with just one tool. Like my document camera and networked LCD projector, the iPad might enhance my direct instruction.

However, in my students' hands, iPads become learning tools for investigating issues on the Web, ma-

nipulating and creating content, and collaborating with their peers on shared documents. The same learning outcomes could be achieved using open access digital recording apps and websites on the computers in our computer lab, or a combination of iPods, iPod Touches, or other handhelds . . . but we've already got a dozen iPads.

It was with this in mind, that I asked a group of my colleagues if they might let me borrow their iPads for a student project. I had a lesson in mind, one that I'd taught before. It was the standard "persuasive techniques" lesson: define the techniques, show the students an example of each, and then have them practice analyzing advertisements that I had clipped from newspapers and magazines. I'd found my version of the lesson on Read-Think-Write and kept their title "Persuasion is All Around Us." The problem: my students don't read newspapers or magazines. They are surrounded by persuasive messages, just not those I was showing them each year. I got to thinking maybe I could use those iPads as a tool to help them make connections between the persuasive messages they were bombarded by outside the classroom and how they might employ them as a tool in their own writing. I wanted to take a stab at bridging that digital disconnect.

I managed to cobble together a set of nine iPads, and then had the students work in triads to search the Internet for their favorite advertisements, capture the images they found and analyze them, identifying the persuasive techniques used and evaluating the extent to which the claims they made were supported by evidence. Then they used a combination of apps to create multimedia presentations—audio, video and photos. Like all technology-based projects I've tried, there were glitches, but the projects turned out great and the students loved it.

It was a one shot deal; the iPads have been returned to the teachers who let us borrow them—unscathed as promised. Apart from the first five students to grab one of my classroom computers each day, they're back to using technology at school once or twice a week. One project can only do so much to foster one's digital lit-

eracy. Yet, something else happened during this project, and it happened to their writing. I've taught this lesson many times before. However, this time, having had the opportunity to analyze the persuasive messages that really are all around them, as opposed to a stack of advertisements I'd cut out for them, my students internalized the persuasive techniques in a way that I'd not seen before, and they're using them in their writing. I hear pathos and ethos and "you

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don't have any evidence to support that claim" in my students' writing response groups. Using the iPads as a learning tool to analyze persuasive techniques wasn't a departure from writing instruction; it made my students' writing better. Now, how do I make that happen everyday?

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# Integrating Digital Tools to Enhance the Writer

Holly French, SDAWP 2011

Last summer, during the San Diego Area Writing Project's Summer Institute, a question was posed: Is there too much emphasis placed on the use of technology to teach writing?

Participants were asked to take a stand on this issue. A colleague and I were surprised that a number of people took the position that technology did not enhance writing. We discussed how educators so involved in a program like SDAWP, intent on bettering the educational system, would find that technology was not integral in creating better writers.

I became involved with the community of SDAWP in the spring of 2009 when I was struggling with engaging my students in a creative writing class newly added to the curriculum at my school. I received so many insights and support from that first conference that I continued to seek workshops through SDAWP. Last fall I joined a study group around the text *iWrite* by Dana J. Wilber. Twelve of us read and discussed the book over a period of four months. Wilber's book focuses on technologies that are prevalent in all walks of life today and how they can be integrated into the classroom. In this same study group, I found that there were some individuals who were expressing fear in using the ideas presented in the text. I am not sure if it was fear of the unknown or of losing the traditional way we teach, but I believe we need to embrace the new technologies available to us and begin to explore how they will enhance our students' writing.

My personal journey with technology in the classroom began almost five years ago in 2006. Two teachers at my school were using laptop computers to teach math and science lessons. I observed how the stu-

dents in these two classrooms were engaged in their own discoveries. The teachers gave directed lessons on the use of particular programs or websites to be explored and then students worked together in pairs to access the information and create a product to illustrate the knowledge gained through the interaction. I was impressed with what I saw; students were taking charge of their learning and teachers were becoming facilitators of that learning.

Our school has benefited from a grant that has enabled us to purchase several laptop carts; we are also part of a district program that is implementing both iPods and iPads into the curriculum. This past year three teachers were involved in the iPod project, and I was able to work closely with these amazing individuals as they set out to change the way students learned by incorporating iPods into literacy building in content areas.

I observed students engaged in their learning and creating a variety of products with the iPods. Students wrote poetry, original stories, and used apps to find rhyming words to

puter lab and laptop carts for use in my particular classroom. My challenge was in scheduling these digital tools. Since there were limited resources for all the thirty-five teachers on campus, I had to schedule ahead of time the days I wanted to use the lab or laptops, which meant that my pacing had to be spot on. I was up for the challenge and began this adventure with a focus on using technology to assess my third period students' knowledge in the history of the ancient civilizations.

For the past five years I had been using interactive notebooks as a means to focus the students learning in my history classes. I collected them at various intervals to grade the rote work that my students had engaged in over the course of units. Now I found myself embarking on a new adventure with technology, fearing that it might produce chaos in my classroom. I was certain it would be messy, but I was willing to engage my students in an emerging approach to education.

My once-a-month gathering at UCSD for the study group on the *iWrite* book helped keep me sane. Other

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create raps. The digital device was also used to improve fluency. Students wrote poetry or stories and read them into the iPod. They could play back their works and determine, with the use of a rubric, how well they were reading their newest creations.

I had access to the school's com-

teachers from around the San Diego area were taking the leap into technology and many did not even have the resources I have on my campus. It was encouraging to share my successes and to come away each time with new ideas to better what I was already implementing.

The first project my third-period

students tackled was shortly after I had attended a Saturday workshop through the San Diego Area CUE. Inspired by one of the presenters, I decided to create an Edmodo site. Edmodo is similar to social networking sites with which many students are familiar. I began by posing questions about specific ideas students had read about in selected texts. Students had an opportunity to com-

*What I noticed as the students were creating their personas was that the room became very quiet: all I could hear was the clicking of the computer keys.*

ment on their learning and in doing so synthesize their understanding. From there I asked them to begin a journal post taking on the persona of a member of a social class of ancient Egypt and write about the daily life as this individual. What I noticed as the students were creating their personae was that the room became very quiet: all I could hear was the clicking of the computer keys. My fears about chaos had been set to rest; students were engaged in the writing process.

The next project was exploring GarageBand, so students could record interviews. Their interviews were to include a radio host and an expert on discoveries made in one of the civilizations we had covered in our first two trimesters. Students worked with partners to create the interviews. They wrote out questions to be asked of the experts and then collaborated in finding answers to those questions. As in the first project, students were using critical thinking skills. They had to reflect on their learning in order to articulate the questions and in turn, create thoughtful answers that explained to their audience the knowledge that they had gained from the unit of study. This project was not as clean and orderly as the journal writing with Edmodo. Students had to work with their partners and talk out their ideas, which created a hum of chatter in the classroom. As they began to record interviews in the classroom, we found that the ambient noise affected the recordings. This problem of sound quality became an issue students would have to conquer as they continued to produce audio selections throughout the

year. This was the messy part that I had been dreading, but the students were still engaged. The results were not perfect, but the class became willing to research ways to improve sound quality. They were not only creating interviews but solving real-world problems.

The final project that my third period class embarked upon was digi-

tal storytelling. We created our own myths that would be shared with other classes, teachers, administrators and parents at our end-of-year celebration of writing. The process for this undertaking included research on the web and the use of components from previous projects. The unit we focused on was ancient Greece. They had studied mythology in their English class a few months prior, so I began with a review of mythology and a discussion of how ancient people did not have scientific data to back up ideas about natural phenomena. Students chose partners and began to research the various gods of both ancient Greece and Rome. The next step was to decide on a phenomenon that could be explained in their myth. In order to achieve this they needed background, so we headed to the Internet to gather details about conditions that could be a part of myths.

Students created stories that incorporated the information they had gleaned from research. I had asked the librarian to pull books from the

*...they all rallied and worked together to find ways to learn this program with their partners. They were exploring and overcoming real life obstacles by working together.*

library that could be used as mentor text in that process of the project. Students read through several stories and created their own interpretations of a natural phenomenon. I reviewed the drafts and then partners came together to create a single story using elements from each

individual story, which would then lead to the development of the final project.

Up to this point, all was going as planned. My pacing was fine and accessing technology had not been an issue. I was learning how to use iMovie as my students were creating their scripts. I felt confident in being able to walk them through the program so that when partners were ready, they could begin to create compositions for their larger audience. However, I found that computers distributed to teaching staff are continually updated with the latest programs while student computers are not. When I began to model the features of the iMovie program, students were not able to follow along. Here I was, facing that messy, out-of-control situation that stops teachers from continuing to use technology. Luckily, my students and I had been working through minor difficulties since the advent of our digital quest, so we rallied and worked together to find ways to learn this program, students along with their partners.

When the final projects came together, students were proud of what they accomplished. They used both digital media and traditional forms of literacy to create three projects in our history class. I was willing to step out of my comfort zone of note-taking and interactive notebooks coupled with pen-and-paper essays to stretch myself and my students. We realized the power of digital tools and all they offer in expressing ideas.

Kevin Leander, a professor of language and literacy at Vanderbilt Peabody University, states that there is

a “parallel pedagogy” approach that integrates both print and digital literacies” (Beach). I believe there is a place for both in a classroom with a focus on writing. Through my journey I used both digital and traditional means, depending on the purpose of the writing. What I observed with

my students was a heightened engagement in the writing as a result of the fact that they were writing for an authentic audience and not just for me as their teacher.

Teachers, then, should embrace the digital tools of our Web 2.0 world and continue to incorporate what is familiar to them. Using digital literacy tools took me from my place of comfort but allowed me to witness

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my students growth in new ways. My third-period students left my class with not only a greater appreciation and knowledge of writing, but with skills for collaboration. They showed an ability to be creative, solve problems, and discern between reference sources. They also developed an awareness of a greater audience. Technology is here to stay, and with the experience that came from integrating digital tools, my students are better prepared to meet the challenges of real-world situations.

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# SDAWP's Spring Conference—2012



## Engaging Student Writers

Darren Samakosky, SDAWP 2011

The SDAWP hosted its 5th Annual Spring Conference on Saturday, March 3rd. Led by Fellows from the 2011 Summer Institute, the morning's sessions, lessons, and discussions were both inspirational and purposeful.

Once again, co-director Christine Kané began by welcoming the feverous gathering of fellows and colleagues. Her emphasis this time was to encourage those educators in attendance to remain idealists like Thomas Edison who believed teachers were primary agents of change for the school system. She also included modern day risk-takers Lady Gaga and Jeremy Lin. Kané stressed the importance of pushing students to think, evaluate, and develop their own learning tools rather than memorize isolated facts without context.

The break-out sessions offered a variety of topics. Kim Fruscella focused on oral language scaffolding, while Matt Jewel explored strategies that would support students as they craft effective arguments. Both Abby Robles and Amy Moody shared their engaging methods of vocabulary instruction—interactive and fun for all those in attendance. Cynthia Larkin's emphasis was on the importance of writing response groups in the classroom. Nicole Bradshaw showed us how using illustration can drive rich and descriptive writing instruction. Jan Jarrell demonstrated the effectiveness of writing protocols in encouraging students to think critically about texts and connections. Barb Montfort introduced her "Super Tricks" to guide students in their own reading and writing.



The quality of instruction and reflection, level of confidence, and growth that the presenters demonstrated is further justification for the quality of educators the SDAWP Summer Institute produces. These individuals are life-long learners with the aptitude to share their talents, lessons, and philosophies to inspire us all to expect the best of our students as writers and individuals. Excited teachers inspiring other motivated teachers is indicative of the forward thinking and ambitions of the SDAWP.

Our next conference event will be held in the fall. We are certain it too will be chock full of ideas and lessons to engage and stimulate. Look for all information regarding upcoming SDAWP events on our website and Facebook page.





# Making a Digital Difference

Jennifer Roberts, SDAWP 2005

Change fascinates me: the factors that accelerate it, the factors that prevent it, the unforeseen consequences of seemingly disparate events. In hindsight most changes seem rather obvious; history appears fixed. But, as we live our way through history, it is of course anything but fixed. What's that cliché we throw at kids? "Your choices shape your chances." Our choices shape their chances too. We may choose to keep ourselves and our classrooms as they are or move them forward, learning new skills and embracing educational technology.

*Change fascinates me: the factors that accelerate it, the factors that prevent it, the unforeseen consequences of seemingly disparate events.*

Five and a half years ago I received an email asking if I would consider being part of a 1:1 laptop pilot. The email asked a number of questions about how I might use the technology and whether I would accept certain conditions, like a webcam in my classroom. I thoughtfully answered each question, mostly in the negative, but with my reasons laid out. I sent it off and thought the matter done. Then I got a call from one of the organizers of the pilot; they wanted me to do it anyway. My thoughtful negative answers had convinced them that I would be great for their project because I was really thinking critically about educational technology.

I was teaching juniors in regular ed American Lit. Funding and logistics meant we didn't get the computers until late February. They were Unix machines without any of the familiar Microsoft software like Word or PowerPoint. Our "work around" was something new called Google Docs which enabled the user to write documents in a very basic online word processor. A side benefit of Docs was that you could share a document with someone. That little piece changed our classroom in very profound ways.

Over the next three years, I completely changed the way I taught that class. We still read things and we still wrote things, but through Docs I could see all student writing in real time. I could review drafts in progress, have students write collaboratively and have students review one another's drafts without having to make copies. I could prepare texts with embedded questions or room for annotation and share them with the class electronically. Students could use the chat window in the document to discuss the meaning of the text as they annotated together. Research became a part of everything we did. I refused to answer any question they could find for themselves on the Internet. I could link them to anything not blocked by the district filter, and ask them to share resources they found with everyone.

All the tenets of good teaching still apply: knowing your students, meeting their individual needs, scaffolding challenging material, expecting accountable talk, establishing choice, building ownership and literacy skills, etc. But, I found I was also developing a new bag of tricks, things I couldn't do before every student had a laptop on his or her desk. I began to think of these things as digital pedagogy. On my professional blog I posted about the ways I was using computers in the classroom.

I became part of an online community of teachers through Nings and Twitter. At my own school, teachers in my department got netbooks for their students through the San Diego Unified i21 Initiative. I was baffled that many of them were not ready or willing to unlock the carts

*Digital pedagogy is often first implemented as a mirror of the existing classroom. In time, digital pedagogy becomes much more like a window.*

and put the netbooks in students' hands. I thought more about change and blogged about it.

Much of what you are about to read first appeared on Friday, October 21, 2011 in my professional blog at [www.WhatDoYouTeach.blogspot.com](http://www.WhatDoYouTeach.blogspot.com). I wrote it as I was preparing for a NCTE 2011 presentation about the ways digital pedagogy was changing, or in some cases, not changing classrooms.

## Digital Pedagogy

Digital pedagogy is the result of the process that is transforming education through the influx of computing resources into our classrooms. The rate of change is highly variable, often dependent on the individual teacher, sometimes in concert with district initiatives.

I am finding digital pedagogy being implemented in two forms, or phases, as the first should lead to the second given time. Digital pedagogy is



often first implemented as a mirror of the existing classroom. In time, digital pedagogy becomes much more like a window.

### **The Mirror:**

In the first and most common case, I see digital pedagogy being a very simple mirror of traditional pedagogy. Teachers who used to give quizzes on paper now ask the same questions using an on-line tool. Readings that were done in a textbook are now delivered digitally as a PDF, Word document, or a publisher's website. In many cases students are still required to print their work to turn it in. The classroom is using less paper, but content and pedagogy are actually very similar to the way they were the year before.

*You can also  
see transformational  
digital pedagogy  
in student products  
that reach  
real audiences,  
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collaboration,  
and solve  
real problems.*

There is nothing wrong with this mirroring. The process of converting what is comfortable for teachers and students to a digital format is a necessary first step. For many teachers it represents a huge and potentially terrifying leap. It requires them to learn a variety of new tools, take risks, rely on technology they may not trust, and spend time creating digital versions of material they are used to feeding into a copy machine (Is it any wonder so many are reluctant to embrace educational technology?).

There are many great benefits to this first push to digitize. Students and teachers are both learning how the technology works. They solve problems together, learn to negotiate

online spaces, figure out hardware and software issues, and share their successes. They are pioneering their own digital experience.

### **The Window:**

The second phase of digital pedagogy, the window, develops when teachers try something that cannot be done effectively or efficiently without having technology in the classroom. These are the truly digital pedagogies. Many of these are just emerging, being used by comparatively very few teachers, and are still considered cutting edge.

These transformational digital pedagogies often involve reaching far beyond the classroom: Skyping with an author or another class, building a Wiki collaboratively with other students and blogging for a global audience are just a few examples of that. You can also see transformational digital pedagogy in student products that reach real audiences, involve long-term collaboration, and solve real problems. You will also see flipped classrooms, social networking within the classroom, and the creation of digital media by students.

I find the true value of digital pedagogy in the use of digital tools to promote communication and collaboration both within and beyond the classroom. We can use it to push our students to produce authentic products and push those products to real audiences. Our world has become digital and our pedagogy must as well.

There is an echo chamber among educational technology enthusiasts. As we learn from each other we accelerate the pace of our changing pedagogy. I see this creating a tension between teachers who are integrating a lot of technology and teachers who are not ready for that yet. I try to use the concept of mirroring to show teachers new to educational technology that it is alright to create a digital version of their classroom one piece at a time. I'm also trying to remind the educational technology evangelists that change will most often happen incrementally.

Teachers who step on to the ed tech train will find the pace of change in their classrooms accelerating. They

may start out using a digital tool to do something they have done hundreds of times before on paper, but the simple shift to digital will change that task subtly, perhaps profoundly. That's what happened when I used a slide presentation to teach a lesson on thesis statements and then put those slides on the classroom blog.

*What the web does best...*(From the professional blog Thursday, December 16, 2010).

I went to a workshop tonight about Web 2.0 tools. I picked up some great tips to leverage Facebook and smartphones, but the best part came from one of my students.

During the workshop she sent me a chat message in Gmail and asked for help with her paper. I opened it in Google Docs and then opened the chat window in her document, so we could chat with her paper right there. She asked if she was on the right track. She missed class today, so I asked her to go look at the class blog to see the presentation from today's lesson that I had just posted there.

When she came back to Docs a few minutes later she used the chat window to explain exactly what she had learned about thesis statements from the blog. Her answer was

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perfect, but also totally in her own words. She confidently told me she would be fine now and thanked me for my help. All I did was make the lesson available and tell her where to find it.

You should know that this young lady is at risk. Her grades are poor, she often struggles to understand material, and the reason that she missed class [that day] was because she was suspended for defiance when she ditched the VP as he was walking her to detention on Tuesday. Tonight however, she was trying to

*When I am being kind to myself I see that a traditional lesson on thesis statements, delivered on a pretty boring slide deck, becomes transformative when students can access it on their own just when they need it.*

do her work. She reached out to me and luckily I happened to be there. She was able to use the blog to see what she missed in class and then use that to help her with her writing. I went to a workshop to learn about more ways for using Web 2.0 tools, but it was my own student who showed me what the Web really does best.

When I am being tough on myself I see my classroom as just a digital version of the same teaching that is still happening on paper in many classrooms. When I am being kind to myself I see that a traditional lesson on thesis statements, delivered on a pretty boring slide deck, becomes transformative when students can access it on their own just when they need it. And when I do something that I think is really innovative or cool, I blog about it.



# WRITING FOR CHANGE: TWO ROADS DIVERGING

MARGIT BOYESON, SDAWP 2008  
JANET ILKO, SDAWP 2008

*“The time has never been more ready for systemic change than right now, and we’ve never had better tools to achieve this level of creative disobedience, to successfully prepare our children for the big challenges that lie ahead. It might be uncomfortable and take a bit of work, but our future depends on this radical change in order to survive.”*

—Andrea Kuszewski,  
Behavioral Therapist

Three years ago we began the journey. In typical SDAWP fashion, the project expected us to “dream big, go big,” to create a resource and writing experience modeled after the highly successful Young Writer’s Camp at UCSD, but reaching more diverse populations and incorporating technology. Our invitation was to not be limited by state standards, national mandates, low expectations, or perceived impossibilities. Our mandate was to create an academy focusing on the theme of social justice and the empowerment of students to gain voice through authentic writing and publishing opportunities.

SDAWP thrives on radical change—the idea that writing should be pushed to new limits, to be inclusive, and to empower the writer. With this in mind, we begin to dream big and go big. Thus began the inception of the Writing for Change Academy: a concept created to bring teachers, students, and technology together for a two-week writing experience that integrated technology with the overarching belief that words create and inspire social justice.

The following are core belief statements that set and continue our vi-

sion for the project:

- Everyone is a writer
- Writing is a process
- When students write, it impacts their lives and the world
- Everyone can develop writing skills as tools for self-expression
- Engaging students in that process and having access to technology allows writers to discover their own unique style, voice and potential
- Students need to have authentic purposes for communicating with the world using multi-media options, such as video, pod-casting, digital storytelling, etc.
- Writers need to write about issues that are relevant to their own lives.

## Components of the Writing for Change Academy:

After dreaming big and planning to go big, it was time to “bring it,” to impart real change. In looking for a site to host this academy, it was important to use existing technology available at any given site, rather than bringing in all kinds of whistles and bells so students would have access to the same technology beyond their participation in the Writing for Change Academy. Naranja Elementary in El Cajon became our test site. In the summer of 2010, incoming 5th through 7th graders engaged in daily quick writes and mini-lessons based

Dialogue, Summer 2012

on mentor texts, received feedback via writing responses groups, participated in discussion protocols, learned the basics of podcasting and creating videos via iMovie, and created a final project—all from 8:30 in the morning until 12:00 noon in a two-week timeframe.

How? A dream team of six teacher-consultants working with 20 students (“Dream Big, Go Big,” right?). On the final day of the academy we invited families to view student projects as part of a technology showcase. Many proud smiles from various cultures and backgrounds were photographed that day as students presented their work. A DVD representing the best work from each of the participants was given as a memento from the academy.

On the last day of our first academy during the summer of 2010, one father—four months new to our country—came up and asked us how he could get a computer for his daughter. “She must have this tool; I can see that now.”

*“A dream you dream alone is only a dream. A dream you dream together is reality.”*

—Yoko Ono

In creating this dream together, we scaffolded upon the belief that the Academy would be able to change lives. It did. It gave these young authors' voices, choices, and publishing opportunities they never had before. It also changed us as educators; it changed our approach to teaching, how we think, and how we interface with and utilize technology in planning for and delivering instruction. Each of us continue to grow with our students in the area of technology since the inception of the project. The influences of our work continue to take us in exciting directions.

### **Janet's “Go Big, or Go Home”—The Adventures of Middle School**

*“The only way to make sense out of change is to plunge into it, move with it, and join the dance.”*

—Alan Watts

Writing for Change happened at a time in my life when my personal and professional lives were at a crossroads. At the same time that Margit and I were creating this summer project, my professional world took a radical turn, from elementary school literacy coach to urban middle school teacher. Little did I know that this work we created for our summer program would influence not only my daily classroom,



but provide a space on a campus for our students to continue this work on a weekly basis.

The first and most dramatic change was in the work that happened daily in my classroom. I applied for a district EITT grant, and received a class set of iPods to use with my students. I began in sixth grade, using these new tools to create podcasts, respond to literature, and experiment with a variety of apps to improve student engagement. I knew nothing about iPods when I applied for this project. I truly feel I was selected in part to balance the group to answer the research question, “What happens when you give a seasoned veteran a new technology? Will they embrace it, or make it a technological worksheet?” I chose to embrace it.

The first year was spent learning how to use the iPods. I didn't know how to do anything except download music, so I had a steep learning curve. Luckily, when you surround yourself with talented teachers, and you let your students take the lead,

things happen quickly. I noticed immediately the power of recording student voices—not only their writing, but their actual voices. Having students record their thinking, record their poetry, and post their voices on our school website made significant differences in student writing and more importantly, in their motivation. I also made note of one other interesting fact: my English Language Learners were able to participate with more depth and confidence.

That opportunity to record their voices, to listen to their readings or re-record their presentations, gave them the oral fluency practice they so desperately needed without the stress that so many feel when asked to read in front of the class. When a student can put on headphones and just listen to his own voice, he loses sight of how many times he repeats a passage, and the self-reflection takes on a life of its own.

No longer were students doing this extra practice for me; it was for their own benefit.

The shyest students could hear their own voices out loud—I could download podcasts and listen to students who may be silent in the throes of a bustling middle school classroom. We were definitely on to something.

This past year my role on campus changed again. I now teach in our English Language Learner support program. My students are primarily students who have been in the country for more than four years, and most have been labeled “long term EL students,” students who have not left the program after several years of intervention.

The question to be answered: will changing the curriculum to a technology and writing focus improve student CELDT scores, CST scores, and most importantly, their daily writing and reading in the content classrooms and beyond? I didn't want to document student progress solely on benchmark data and test scores. I wanted something more; a view into the daily world of our work. What has evolved is Writing in my Hand, the name of our tech



writing language learner class, and my teacher blog.

Writing in my Hand began as a personal and professional challenge to post for thirty straight days over the summer to plan for this new classroom curriculum. What it has become is a professional network that has truly changed the face of my classroom and my definition of professional development. By posting our work, I have been linked to the iAnthology at the National Writing Project, which has given me cross-country support group for technology and writing. When I have a question or challenge, I post it or it Tweet it, and answers arrive from all over the country. My students have created 25-word stories based on a Twitter link; we have our own *Hunger Games* blog with students creating their own pages; and students are currently studying the Holocaust through the United States Holocaust Museum site, reading articles and viewing videos before we meet with a survivor at the end of the month.

The curriculum evolves and is messy, but motivational. Students report they are reading and writing like never before. Some actually would prefer to go back to textbooks (“it was easier,” they whine), but in reality they all value the option to explore what is digital, interesting, and most importantly, relevant. I didn’t know the value of Twitter two years ago. Now I share ideas with people weekly, get links to great sites, and glimpse into professional development that would never happen in the isolation of my classroom, site, or district. When I plan lessons, I don’t look to a textbook, I look to the standards (with the new challenge of the Common Core) and then look to my digital support group, and off we go.

So what does this mean for our Writing for Change Academy? Well, that too has evolved. This year I have students who meet three days a week before school to write. They write about what they are passionate about, and they come because they want space to create. It is my favorite part of my week, to facilitate these young voices. We have entered contests and have been recognized for our work. We invited district and state representatives to observe and

discuss technology and writing on Digital Learning Day. But most importantly, the Academy has become a voice on campus, slowly growing to be a place students come to hang out and be creative. Students are taking on leadership roles, currently making an iMovie to use as a



showcase of our work to share out to community groups to get money for the T-shirts they have designed, and to fund scholarships for the upcoming summer program we will host this July. It is not just a stand-alone summer program anymore, but a living, breathing entity on campus. This club will become a bridge to the summer work where students from all over the district will come to learn and work together on social justice issues using technology.

Next fall, the students in the Writing for Change Club will take on a new leadership role to broaden our work—facilitating some Saturday writing sessions based on the format we follow in SDAWP’s writing and study groups. These are exciting times.

### **Margit’s “Dream Big, Go Small”—Taking Flight with Young Learners**

Right after piloting the academy with

Janet, I moved from teaching sixth grade to teaching a first, second, and third grade multi-age class with Kim Douillard in Cardiff. Technology and writing were an integral part of my teaching in 6th grade—we created persuasive iMovies, video trailers for books, travel brochures for “virtual trips” to ancient cultures, and more. This was before the iPad was on the market, and I had not yet delved into social media as a tool for collaboration and learning in the classroom. Since the academy, I’ve been trying to stretch my little fledgling-wings into technology flight with my six-, seven-, and eight-year-old students, both challenging myself to learn to use new digital media, and also adapting projects I believe in for my younger learners. We launched into pod-casting, blogging, iMovie, and Glogster.

The pod-casting and iMovie-making I piloted with my “Book Clubs” group—third graders and a handful of high-achieving second graders. The students not only embraced the idea of creating podcasts, but (not surprisingly) most of them were familiar with using “voice memo” on the iPod to record. We studied mentor texts, wrote personal narratives, recorded on the iPods, and added music intros in GarageBand to give it the podcasting feel. In keeping with what we at SDAWP know to be true about writing for authentic purposes, the students worked their little tails off to edit, rewrite, and record those stories.

Our next step as a class was having the older, “experienced” podcasters mentor the younger or less experienced ones. We have two iPods for our class of 42 students, so the challenge—as always—is managing the project and finding time away from the main lesson for students and their mentors to record. With iMovie (or any other movie-making program), the challenges are similar; their lack of exposure to and experience with movie-making is our greatest hurdle.

Other NWP and SDAWP colleagues were using blogging with their classes, so Kim and I jumped out of our fledgling-nest using Edmodo.com to blog with our young students. Most often the blog is an extension of the inquiry going on in class, and some-

times to share news and information about each other. We're finding that students (for the most part) take greater ownership of their writing because it's a public space, have the opportunity to share more in-depth thinking than they may share in class, have time to process learning at their own pace because they can choose when to respond to the blog, and are now starting to build upon each other's comments.

These digital natives growing up in the 21st century are ready, willing, and happily able to use technology and social media as part of their learning whether we're ready or not.

The mission of the Writing for Change Academy was to give voice to words that inspire social justice

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and provide authentic publishing opportunities through digital media. Though I work with little ones, I continue to pursue this mission in my multi-age classroom. Part of my own personal mission as I travel to Ghana, Africa this summer to build schools and dig water wells in the village of Ho with GlobeAware is to write a travel blog.

My goal is to bring greater global awareness about Africa and provide an opportunity for students to follow my trip online. Even though my students are young and live in a very sheltered (and wonderful) commu-

nity, I hope that my global activism will inspire them to have a vision for change in their community and globally, and to know that change is possible. Though it has taken a slightly different road for me, the dream of Writing for Change is still very much alive.

*"As educators we should help facilitate goals and help cast a vision for students that will, not only, stretch their imaginations, but also their beliefs regarding what is possible..."*

—Sam Pabon

**Continuing Goals**

Writing For Change has morphed into more than just a summer program. Over the past two years the belief statements and work of the project have become part of the fabric of our classrooms, and a focus for future summer opportunities for writers.

This summer our program will be offered again on a larger scale. In working with Cajon Valley Middle School, SDAWP, and the Cajon Valley Union School District we plan on offering another two-week academy for young writers across our district. Students will have access to iPods, iPads, and laptops to create digital pieces and share them on our newly updated Writing For Change webpage.

Our hope is to provide three Saturday digital study groups throughout the 2012-2013 school year, with students in the CVMS Writing for Change Club taking leadership roles teaching digital writing lessons to their elementary counterparts and leading writing response groups throughout the year. There will also be a Digital Literacy Teacher Workshop offered concurrently with our student program providing teachers across the county to work on their own digital learning, and view—firsthand—the work of our young writers.

Margit and I, well, we will continue this journey, each taking a slightly different path, but keeping in touch all along the way. We are including links so you, too, can join us in this journey. Follow us on Twitter; check out our blogs and sites; and hopefully, join this digital community by posting your own journey. We have

learned that going digital isn't just a classroom strategy or tool; when truly embraced, it is a whole new professional world.

**OVER THE PAST  
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FOR FUTURE  
SUMMER  
OPPORTUNITIES  
FOR WRITERS.**

**What does Digital  
Learning Look like?**

Janet's Digital Learning Day:  
<http://vimeo.com/36183824>

Writing In My Hand the Blog:  
<http://writinginmyhand.org/?p=418>

Margit's pod-casts:  
[http://www.californiawritingproject.org/DLD/online\\_tour.html](http://www.californiawritingproject.org/DLD/online_tour.html)

Digital Is:  
<http://digitalis.nwp.org/source/2011>

Margit's Digital Learning Day:  
<http://animoto.com/play/T388FixYT55qSCorl6J0A#>

Writing for Change Club  
and Summer Academy Site:  
<http://www.writingforchange.net/>

Margit's travel blog:  
[http://theglobalclassroom.wordpress.com/?blogsub=confirming#blog\\_subscription-2](http://theglobalclassroom.wordpress.com/?blogsub=confirming#blog_subscription-2)





# Teachers Tweeting Teachers: *Building a Community of Practice through Twitter*

—Kim Douillard, SDAWP Director 1992—

During a leadership team (LT) meeting of the San Diego Area Writing Project (SDAWP) in January 2012, we were talking about digital tools and the ways that teachers—and all of us are teachers—use or don't use online forums for communication. We have had this discussion before as we continue to explore ways to stay connected without (or in addition to) face-to-face meetings. And in spite of this wish for digital connections, we have found that many teachers, including many of us in this group, really don't participate in online forums.

Facebook is the most widely accepted social media forum used by the people we know—though it is primarily used for social/family purposes. We have had success with the development of a Facebook page for the San Diego Area Writing Project (SDAWP), with our team of ten administrators posting resources and information that our larger SDAWP community finds useful. Our administrators are all SDAWP Fellows, teachers in our organization that have completed the Invitational Summer Institute—a leadership program in the teaching of writing, and represent a variety of Summer Institute cohorts, teaching demographics, experiences, grade levels, and ages.

The discussion of online forums, social media, and staying connected led to a discussion of the reasons we, as teachers, would want to visit an online site—what creates the urgency to make the time to login and check for potential information? We talked about how much teachers like to know what other teachers are doing in their classrooms. What kinds of writing are their students doing? What resources are they using? What does a day in their life look like? This conversation led to a member of our LT, Marla Williams, mentioning Sweden's (yes,

the country) practice of handing their country's Twitter account to an ordinary citizen for a week to tweet their observations and interests. After a number of people turned to their smartphones to pull up @sweden, we decided we should try our own Twitter experiment. At SDAWP, we decided to "be like Sweden" and establish the practice of having a different SDAWP Fellow tweet each week to share a week in the life of an



San Diego Area Writing Project Fellows shared ideas with NWP colleagues and Fellows from Sites across the country while participating in a Twitter #engchat facilitated by Abby Robles.

SDAWP educator. Our vision is that each week will present a unique perspective of what life is like for teachers in San Diego. And even more exciting, our followers would look forward to finding out who would be next: a primary teacher, one from a local community college, a high school teacher, a technology expert, the special education middle school teacher...

Beginning on February 5, 2012 Abby Robles (SDAWP 2011) started this experiment and became our first SDAWP Fellow of the Week. To facilitate the exchange each week, she created a Google doc that we con-

tinue to update and share with each new Twitter Fellow. It also explains that using hashtags like #nwp, #cwp, #sdawp help to connect us to our larger Writing Project communities. Also, including other Twitter "handles" like @writingproject, @nwpsiteleaders, @cwp lets those folks "see" what we are doing and talking about in San Diego. As the weeks have passed, this has proved to be a fun and engaging way to get a glimpse into the teaching lives of our Fellows. They share resources, observations, pictures—and now have their SDAWP (and some other Writing Project Fellows across the state and country) interacting with them on Twitter (@Sweden even commented recently!).

We also announce the new Twitter Fellow each week on our SDAWP Facebook page in hopes of encouraging others to follow and participate. Our Fellows and those who follow us on Facebook are setting up Twitter accounts and beginning to explore just what Twitter has to offer—and more of our Fellows are agreeing to serve as Twitter Fellows of the Week. (We are hoping to have 52 unique individuals for the year!) We have passed the 100 followers mark—and hope that the number continues to grow. Check it out—you can follow us @SDAWP\_Fellow or follow me (@kd0602) or Abby (@abbyrobles13) to connect to the SDAWP Fellow of the Week (Once you begin to follow you will stay with us even as our Fellow changes each week.).

This experiment continues to evolve and grow and we find that there are some long-term effects of serving as Fellow of the Week. We've learned that once a Fellow has acted as our SDAWP Twitter Fellow they tend to stay active on Twitter through their personal account as well—and many are figuring out ways to involve their students in this micro-blogging community. They also help keep our local Twitter community active by retweeting and replying to the tweets posted by our Fellow of the Week.







The *Dialogue* Editors hope you have had an opportunity to explore new territory this summer. As Marcel Proust wrote, "The real voyage of discovery consists not in seeking new landscapes but in having new eyes."

People of the SDAWP have been sharing their discoveries via Tweets at #SDAWP: from Abby Robles: "Just connected with my second grade student visiting India over edmodo. Love it!!" Also, from a follower of SDAWP regarding the first day of the summer institute: "Day 1: I learned about analytical writing & the forms it takes across content areas. I also delved deeper into tech literacy. Yay#SDAWP."

Why not interpret your own discovery by writing it into 140 characters, Twitter-style? You might find yourself being more poetic than normal by being forced to be frugal with your words. Send us your Tweets via email, and we'll publish them as they will help others to discover new landscapes, as well. Better yet, jump on Twitter and go to #sdawp and get involved in the conversation.

## PROJECT NOTES

**Kudos** to Lucy Rothlisberger (SDAWP 2007) for her selection as the Greater San Diego Reading Association's award recipient for their "Celebration of Literacy Stars —Award of Excellence." Lucy teaches at Fuerte Elementary School and has served in a leadership capacity in Cajon Valley Union School District's reading and writing committees for over 10 years. She was honored, along with other winners from around the county, at an awards banquet on May 11, 2012.

**Well done,** Christine Kané (SDAWP 2004). Dr. Kané received her Doctor of Education in Literacy from San Diego State University & University of San Diego on June 30, 2012. Christine's research focused on "the narrative writing performance of urban students who received explicit writing instruction using a mentor text inquiry approach."

**Congratulations** to Christine Sphar (SDAWP 1996) who has accepted a new position as Principal of Madison Elementary in Cajon Valley Union School District. Madison and the SDAWP recently applied for and won a National Writing Project grant that will support a professional development partnership around Common Core Standards, 21st Century Skills, and writing!

**Stay in Touch** If you are an SDAWP Fellow and would like to get regular updates about upcoming events, please send us your email. Visit our website at <http://sdawp.ucsd.edu> and go to the 'Contact Us' link, or email us at: [sdawp@ucsd.edu](mailto:sdawp@ucsd.edu). We would love to add you to our elist!

**"Like us" on Facebook** at [www.facebook.com/SDAWP](http://www.facebook.com/SDAWP) where links to writing resources and research articles are posted daily, offering a wealth of ideas for curriculum design and implementation.



## Dialogue

**Call for  
Manuscripts**

**Fall 2012 Issue  
Submission Deadline:  
September 15, 2012**

### Striking a Chord with Voice: Authentic Voice in Writing

*"I think that a writer's signature should be on his work, just like a composer's signature should be on his work. If you hear a few bars of Mozart, you don't need to hear too much to know who wrote that music, and I'd like to think that you could pick up a story by me and read a few sentences or a paragraph, without seeing the name, and know it was my story."*

—Raymond Carver

Writing is an author's way of distinguishing herself and her point of view from the rest of the pack and creating, as Carver says, a signature that will leave an indelible mark on the reader. What do you find to be the best methodology for bringing out authentic voice in your students' writing? How do you encourage them to take risks, so that they will feel comfortable navigating their own voice and opinions in their writing? How do you set up a community in your classroom where those risks can be taken? What mentor text do you find most inspiring for students that conveys a strong sense of voice? How have you personally found your own voice? Think about it. Write about it. Submit. We're ready to hear your voice.

*Dialogue* would like to receive your work or the work of your students. Submit a story of student success, a strategy for implementation, or a personal essay on your teaching experience.

Email all manuscript submissions, suggestions, letters to the editor and/or Project Notes to

Jenny Moore at  
[jenny4moore@hotmail.com](mailto:jenny4moore@hotmail.com)  
or to Stacey Goldblatt at  
[moonbeam5@cox.net](mailto:moonbeam5@cox.net)

San Diego Area Writing Project  
University of California, San Diego  
9500 Gilman Drive, Dept. 0036  
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## Calendar of Events

### **SDAWP's Fall Conference**

Saturday, September 22  
8:00 a.m. - 12:00 p.m.

UC San Diego

\$30 per person or \$25 each  
for teams of 3 or more  
from the same school site.  
Registration information  
will be available soon.

### **Promising Practices**

**with Carol Jago**

Saturday, October 27

Marina Village, San Diego

8:00 a.m. - 12:00 p.m.

\$40.00 for GSDCTE/CATE  
members and

\$50.00 for non-members

Visit [greatersandiegocouncil-ofteachersofenglish.camp7.org](http://greatersandiegocouncil-ofteachersofenglish.camp7.org)  
for more information.

### **Reading Like a Writer (K-12)**

This 3-session workshop  
series will introduce teachers  
to the idea of mentor text—  
using high quality writing  
from a variety of authors to  
support, engage and enable  
all students to take  
ownership of their writing.

Dates, times, and  
registration information will  
be available soon.

### **San Diego Computer-Using Educators (CUE)**

**Technology in Education Event**

Saturday, November 3

CSU San Marcos

Visit <http://sdcue.org/>  
for more information.

### **San Diego Area Writing Project**

#### **Director**

Kim Douillard  
[teachr0602@aol.com](mailto:teachr0602@aol.com)

#### **Co-Director**

Christine Kané  
[kealoha2006@yahoo.com](mailto:kealoha2006@yahoo.com)

#### **Young Writers' Programs Coordinators**

Divona Roy  
[mrsroy@hotmail.com](mailto:mrsroy@hotmail.com)  
Janis Jones  
[janis.jones@me.com](mailto:janis.jones@me.com)

#### **NWP Technology Liaisons**

Kendra Madden  
[kmadden1@sandi.net](mailto:kmadden1@sandi.net)  
Christine Kané  
[kealoha2006@yahoo.com](mailto:kealoha2006@yahoo.com)

#### **Senior Program Associate**

Carol Schrammel  
[cschrammel@ucsd.edu](mailto:cschrammel@ucsd.edu)

**To contact the SDAWP office,**  
call (858) 534-2576  
or email [sdawp@ucsd.edu](mailto:sdawp@ucsd.edu)

**Visit our website at**  
<http://sdawp.ucsd.edu/>

*For SDAWP applications, registration materials  
or additional information regarding our programs,  
please email us at [sdawp@ucsd.edu](mailto:sdawp@ucsd.edu) or visit <http://sdawp.ucsd.edu/>*