



Friday NewsBriefs

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Practice Center Annual Training Information

There is now the option to attend the annual practice center training via videoconference for those who may find its convenience more desirable. Each mode of training has its advantages and disadvantages; as the face-to-face one will give more opportunity to address individual needs and opportunities to network. The videoconference can also serve as a back-up for those planning to attend the Chillicothe or Norwalk training; as possible changes in your availability and/or changing weather conditions could prevail.

Videoconference Date: December 10, 2008
Time: 1:00pm-4:00pm

There are 44 videoconference room slots available with a cut-off date of November 25, 2008. Slots are given on a first-come, first-serve basis; in the order that Graig Pellman (at the Office of Workforce Development; Videoconference Broadcast Center) receives them by email.

In order to secure a slot, a Practice Center director/coordinator key contact person would need to take the role of "Host."

Hosts:

- 1) Secure the videoconference room (using the attached list of videoconference sites). Make sure the room is reserved for the given date; it is the host's responsibility to do so.
- 2) Make sure someone at the videoconference site will be able to set up and turn on the equipment.
- 3) Get a count of available participant seating.
- 4) Email Graig Pellman (grraig.pellman@jfs.ohio.gov) indicating the following:
 - a. Conference scheduler name and equipment location; listed on the attached sheet
 - b. Practice Center site name, along with your name and title.

Upon Graig Pellman emailing back "confirmation" that you are accepted as one of the 44 host sites:

- 5) Manage emails sent to them by Practice Centers, requesting a "seat."
- 6) Email Mike Reiser (Michael.reiser@ode.state.oh.us) when your seating is full; referring to the Conference Scheduler Name & Equipment Location
- 7) Manage a sign-in sheet at the videoconference; fax to Mike Reiser 614-752-9445 no later than December 19, 2008.

For full details, see attachments.

Ohio Literacy Network Fall Institute

Building Literacy Communities: Communication, Cooperation and Collaboration

ABLE Staff and Instructors!

Join the Ohio Literacy Network on November 10th for a day-long event that will enrich and expand your program's connection with adult learners, volunteers and the community.

From this Institute, you will learn how to:

- Collaborate with social service agencies and businesses
- Access mentoring, funding and board development resources
- Build your organization's capacity to compete for funding

When: November 10th, 2008

Time: Registration begins at 8:00 am

Institute Program 9:00 am-4:00 pm

Where: North Pointe Conference Center, Columbus, Ohio

Registration Fee: \$100/person (includes all meals)

Register now at www.ohioliteracynetwork.org

Top Twenty Online Learning Games



15. **Spywatch**, another game from the BBC. In it, the player has to discover who is the spy working in Great Britain during World War II. There's a fair amount of reading involved, though it is simple language and laid-out well.
 16. **ROAR: The Game** from BBC. Players have to create their own zoo, including picking habitats, the animals, their food and their feeding routines. There is audio support for some text and the English is simple. It's a fun way to learn about animals and practice language skills.
 17. **Word Connect** - It's a great Tetris-like game with various difficulty levels accessible to English Language Learners. Players get to pick the categories of words for their particular game, and the words themselves are shown on the side. It's an excellent vocabulary-reinforcing activity.
 18. **What 2 Learn** - It has a variety of templates, and a fairly easy process, that teachers and students can use to create and play learning games.
 19. **Planet Green Game** - It's basically a role-playing game where players have to minimize their carbon emissions. And it's combined with learning environmental facts. There is audio support for most of the content.
 20. **Stock News Game** - In it, you're given a very short piece of information about a company, and then have to predict if its stock goes down, stays the same, or goes up by the end of the day the news came out.
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Matt's Tech Tips



The 2008 Ohio TESOL Conference “Access to Education, Access to Technology” was a great opportunity to learn about some of the cool tools available to teachers today at little to no cost. Special thanks go out to Chris Hill of the Ohio State University, Greg Kessler of Ohio University and his army of graduate/doctoral students, and Douglas Coleman of the University of Toledo for answering my questions and for giving me even more food for thought. To recap:

B-14: Technology Session: Creating Professional-Quality Illustrations in ESL Materials – This session made use of the free 3d rendering software, DAZ3D, for creating custom, high quality illustration for the ESL classroom. Douglas Coleman was also kind enough to speak at length with me about the success he has had using simulated virtual environments for language teaching.

C-26: Technology Session: How (and Why) to Build a \$50 Interactive Whiteboard – Chris Hill and Ivan Stefano introduced the DIY approach to bringing Whiteboard technology into the classroom. Using a Wiimote game controller, Bluetooth technology, and an infrared pen hacked together from parts found at Radio Shack, Chris and Ivan put together several models that will be used in a pilot program in ESL classrooms around the state.

The Ohio TESOL Technology Fair – The team from Ohio University were at it again with a wide range of fun projects demonstrating just a sample of the many ways you can begin to integrate technology into your ESL classroom. Thanks to Juan Soto for giving me a run down of the Flip video camera, a low cost digital video camera that plugs directly into a computer USB port, and to all who participated. A brief description of the projects can be found at <http://gregling.net/otesol2008>.

Grant Opportunities



Comcast Foundation Grants Support Youth Leadership Development

The Comcast Foundation is awarding grants to maximize the impact of community investments so they yield tangible, measurable benefits to the neighborhoods Comcast serves and the people who live there. The foundation's primary focus is in funding diversity-oriented programs that address literacy, volunteerism and youth leadership development. **Maximum Award:** \$570,000.

Eligibility: 501(c)3 organizations operating within communities that Comcast serves. **Deadline:** N/A.

www.comcast.com/corporate/about/inthecommunity/foundation/comcastfoundation.html



The Resource Room

Check out these great Alternative Delivery Professional Development activities on culture:

- **Cultural Orientation for Refugees: A Handbook for U.S. Trainers (Handbook)** This handbook, produced by the Center for Applied Linguistics (CAL), is designed for providers of cultural orientation (CO) who may be working with individual refugees or refugee families in groups, workshops, or in the ESL classroom. It is written with new cultural orientation staff members or volunteers in mind but also provides sufficient materials that will be helpful to the seasoned teacher. The four sections of the handbook cover, 1) a brief history of CO and CO today, 2) cultural aspects of CO and CO in practice (a must read!), 3) CO lesson plans, and 4) CO resources.

A New Day: Refugee Families in the United States and Be Who You Are: Refugee Youth in the United States (Video) The videos are created to assist refugees and refugee providers in learning about adjustment of refugee families and youth to their new lives in the United States. Topics include: family adjustment, discipline, school life, home life, and learning English. Total running time is 35 minutes.

The activity involves the following steps:

- 1) Read the sections of the handbook that are most appropriate for you and your program needs.
- 2) Watch the videos.
- 3) Write a reaction paper focusing on how the information presented in the handbook and videos can be utilized in your teaching situation or program.
- 4) Return the materials with your reaction paper and a signed stipend request/evaluation form (\$35) and a certificate of completion will be send to you.

- **Culturally Proficient Instruction: A Guide for People Who Teach** by Robins, Lindsey, Lindsey and Terrell

How can we go beyond "heroes, holidays, and haute cuisine" to reach a more meaningful level of personal cultural proficiency? Reading this book will help start us on an "inside-out" approach to diversity in which the authors ask us to question assumptions we encounter in our educational experiences.

"Cultural proficiency is not a destination but, rather, a way of being. It is an ongoing and unfolding process as you learn about yourself, your organization, and the people who work with you. To be culturally proficient does not mean you know all there is to know about diversity. It means you have learned how to learn. You have learned how to be a student of culture and a cultural informant to others about cultural expectations of the environments that you

do know well." (p. 102) "It (cultural proficiency) is a tool for creating an environment in which everyone has equitable access to success." (p. 108)

Thoughts on Leadership

Thoughts on Leadership will return in the next issue of the Friday NewsBriefs.