

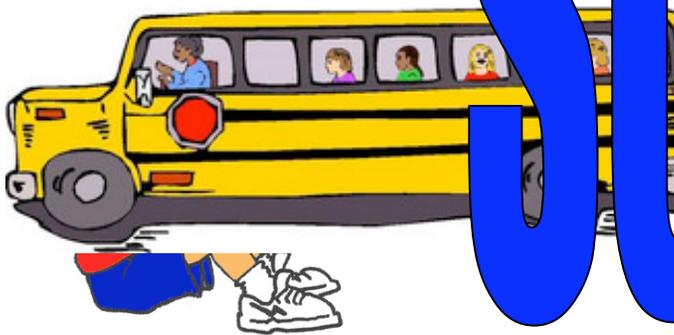
Handhelds



In American



Schools





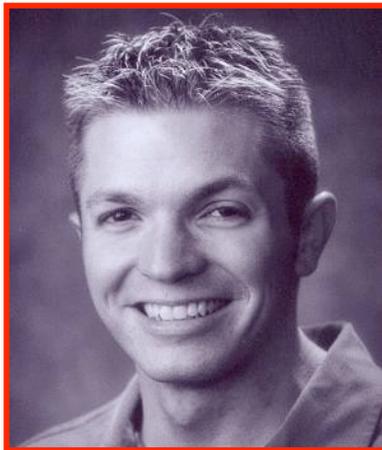
Presented by Janet Caughlin

Janet_Caughlin@mac.com

www.workshopbooks.com



Tony Vincent - Omaha, Nebraska



Students use *People Counter* to record how many times they tap the screen in 60 seconds. Students input that number in *Sheets To Go*. The spreadsheet calculates how long it would take for them to tap based on the 60 second sample. Students will be surprised to discover that it would take thousands of years to tap one billion times!



	A	B	C
8	Taps/Day	86,400.0	
9	Taps/Yea	31,536,000.0	
10			
11	So, using your 60 seconds as a		
12	sample, here's how long it would		
13	take you to tap...		
14	Times	Seconds	Minutes
15	100	100.0	1.7
16	1 000	1000.0	16.7

Formula bar: $=B8*365$

Mark Heilmann - Pierre South Dakota



Students participate in a statewide project of gathering GPS data for several state agencies. The Office of Technology loans 10 GPS units to classrooms on a first-come, first serve basis. Schools gather GPS information on cemeteries, historical markers, and volunteer fire departments within their districts.



GPS Survey Project For Schools	
CEMETERY	Name
What is the NAME (if any) of the cemetery?	
What TOWNSHIP is the cemetery located in?	
What RANGE is the cemetery located in?	
What SECTION is the cemetery located in?	
What QUARTER SECTION is the cemetery located in?	
What United States Geological Survey (USGS) MAP is used to plot the cemetery?	
What U T M ZONE does the above map cover?	
Who OWNS the cemetery?	
What is the owner's ADDRESS ?	
What is the owner's CITY ?	
What is the owner's STATE ?	
What is the owner's ZIP code?	
<i>(The above information can be obtained from the County Equalization Office)</i>	
GPS Survey DATE (mm/dd/20xx)	
GPS COORDINATES of entrance:	
GPS LATITUDE (Deg/Min/Sec)	
GPS LONGITUDE (Deg/Min/Sec)	
GPS ELEVATION	
Attach a separate digital photo(s) of the entrance	
GPS Surveyors (Last Name, First Name, School) (Attach Separately)	

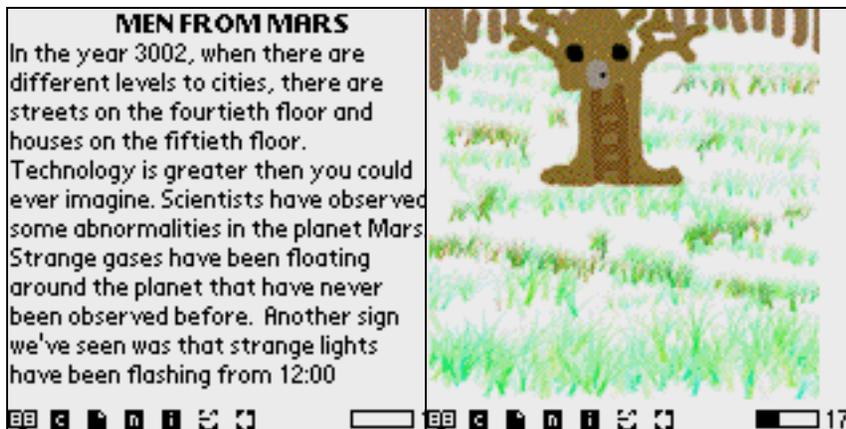


Karen Zwick - New Haven, Connecticut



Students brainstorm describing the main idea of their story and a brief story “map”. They beam this memo to the teacher and then begin to write the story using *Palm eBook Studio* on laptop computers. As the editing process draws to a close, they collect pictures from the Internet, draw and scan pictures. They edit the pictures, resize them to fit on the

Palm screen, and convert them into the PNG format. Once this is complete, they import the pictures into their stories. After a final review, the students start the publishing process.



Heather Ludwig - Nevada, Iowa



Chapter 1

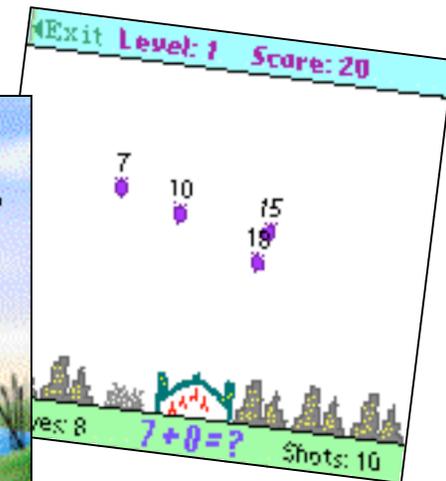
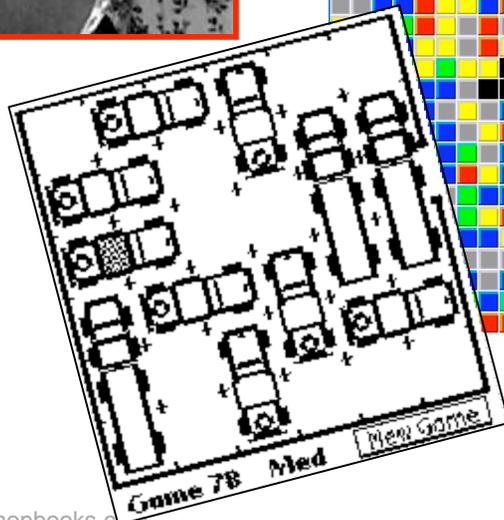
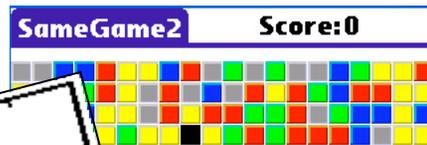
I am by birth a Genevese, and my family is one of the most distinguished of that republic. My ancestors had been for many years counsellors and syndics, and my father had filled several public situations with honour and reputation. He was respected by all who knew him for his integrity and indefatigable attention to public business. He passed his younger days perpetually occupied by the affairs of

Heather adds use of the handheld in her World Literature curriculum. Students read the book *Frankenstein* using *PalmReader*. They tag pages of importance and add notes to their book. Using *DiddleBug*, students create character maps of characters and themes. They beam these maps to each other so they have materials on each character and theme. At the end, students write a short narrative on the importance of this book on *FreeWrite* or *Docs to Go* and beam their document to the teacher. Finally, students fill out a feedback form (beamed to them) on how they liked or did not like reading on the handheld computers.

Trish Finley - Omaha Nebraska



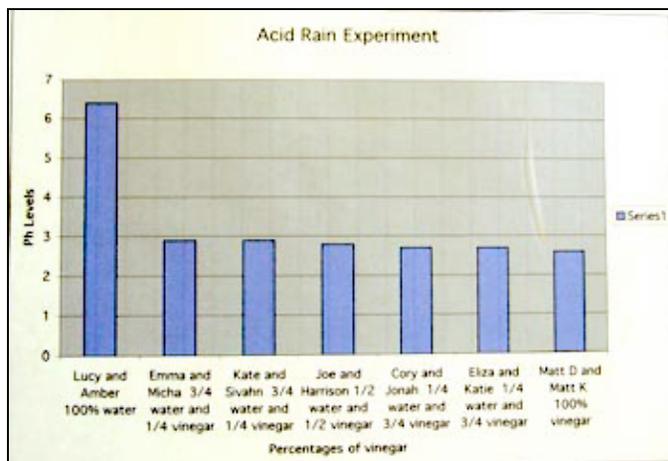
Students use various strategy and math games to strengthen their strategy, analysis, synthesizing, and problem solving skills. Trish beams 2 programs a day to the students. The students play the game and then discuss strategy and analyze how they improved their scores.



Diane Powers - New Haven, Connecticut



After measuring pH differences in water from various locations, students discussed potential effects of acid rain. Students decided to investigate the effects of acid rain on plant growth. Students watered plants using vinegar as the "acid." They were surprised to find it didn't really matter how much vinegar was in the solution. They suddenly understood perfectly the potential impact of acid rain.

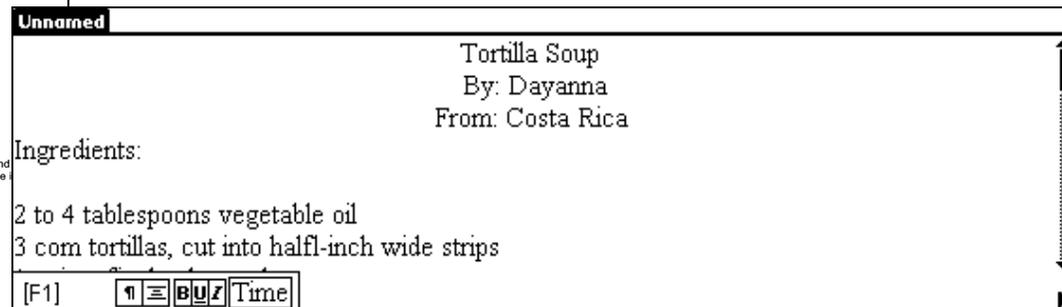
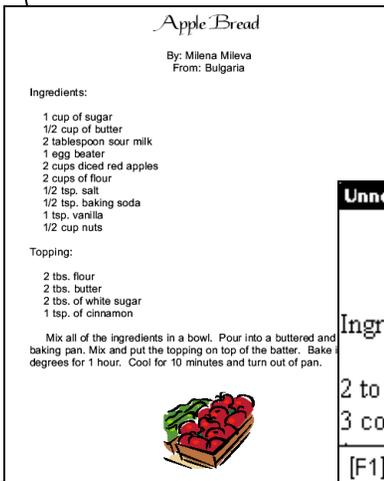
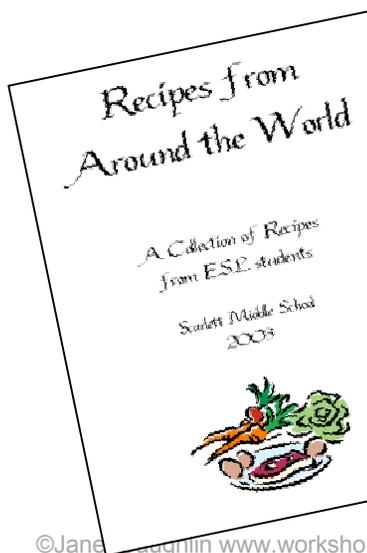


Candida Justyna - Ann

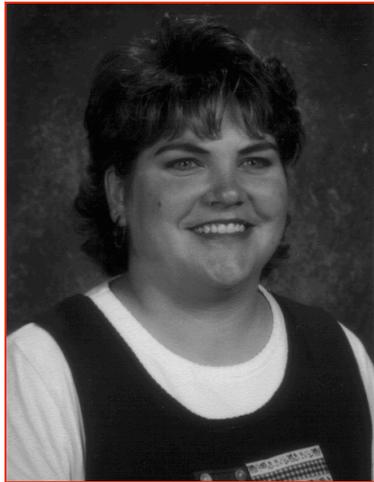
Arbor, Michigan



Candida's ESL students bring a recipe from home that is a favorite from their country. This recipe is typed into *AlphaWord*. Once entered, students must beam the recipe to three other students for editing. Those students makes the edits and then beam it back. The final projects were created in *AppleWorks* with clip art, and printed. The result - 60 very proud students!



Becki Casey - Boone, Iowa



Students work in pairs to discover a mathematical rule for the relationship of the number of seconds between the flash and boom and the distance of lightening. First, Becki read the book *Thunder Cake* by Patricia Polacco. Students used the application *Flash Boom* to complete a table that helped them create a mathematical rule between distance and time between the flash and the boom

The screenshot shows the 'FlashBoom!' application interface. At the top, it says 'FlashBoom!' with a lightning bolt icon. Below that, there are instructions in a small font. The main part of the screen is a table with two columns: 'In' and 'Out'. The 'In' column has a header 'Time' and the 'Out' column has a header 'Distance'. The table has several rows for data entry. Below the table, there are instructions for how to use the application, including a 'Rule' field.

In	Out
Time	Distance
10:24	6:41 M



Jason Bartman - Omaha Nebraska



Jason teaches Palm programming for the Palm operating system as a supplement to his C++ classes. He says the programming for handhelds is similar to the syntax of C++. Because his advanced students are so bright, they are eager to learn more and more. Jason assigns them pages from various Pocket C programming books and allows them to work at their own speed. They also use a Palm Pilot Robot Kit.



Karen Kelly - Bloomington, Illinois



Incoming 6th graders are nervous about moving to a new building and the whole new environment of junior high school. To help them adjust, Karen prepared movies about each section of the school. Karen said, Students, in groups of four or five, watch the movies and decide which room the person is talking about.



Rich Baldwin - Bloomington, Illinois



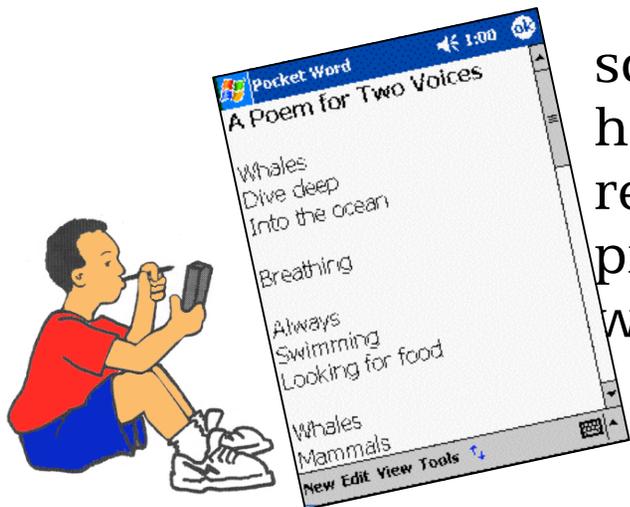
Rich's football players use iPAQ handhelds to view scouting films before every game. He uses *Pinnacle* software to edit game films down to seven minutes. He sends these to the techn department to be converted to Pocket PC format, and then loads them onto 3 handhelds.



Becky Keene - Kent, Washington



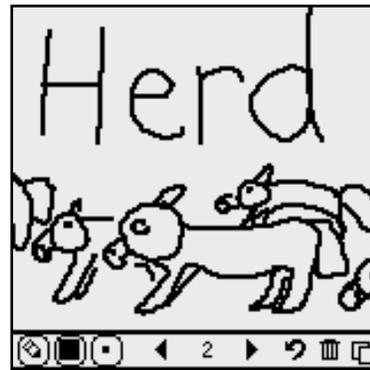
The class reads a poem written by a 3rd grade class in Illinois that used the book *Poems for Two Voices* by Paul Fleischman as a model. After reading it, students wrote their own poems on the handhelds. During Reader's Theater they read the poems. Becky said, "They used the scroll button on the handheld as they read. They felt so professional reading without index cards."



Dorothy Perry - Wichita, Kansas



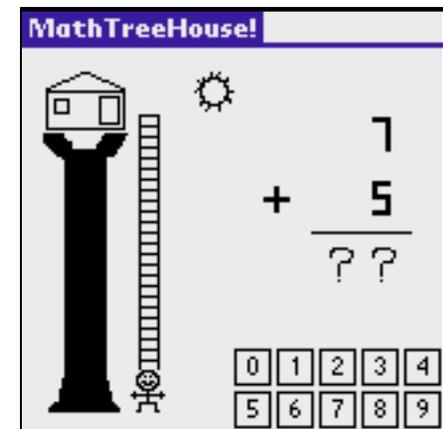
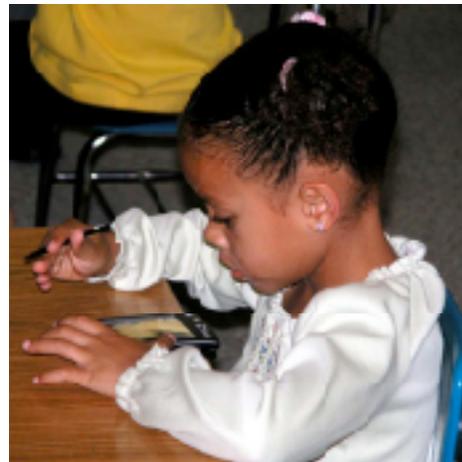
Students match a pair of homophones by drawing a sketch of each and writing each word in a sentence. They open *Sketchy* and draw one homophone per frame using homophone one in frame one, draw homophone two (the other pair) in frame two. In frame three the students write a sentence for each homophone using *Graffiti*.



Paula Peale - Omaha, Nebraska



After the kindergartners learned the basics of how a handheld works and used the stylus to a successful degree, they learned how to use *MathTreeHouse*. As the students progressed, they learned how to change the level of difficulty. The students worked at their levels and used manipulatives if needed.



Pete Wilson - Spearfish, South Dakota

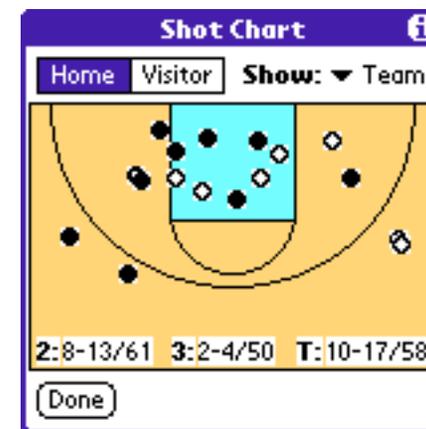


Pete uses *Digital Scout* to keep track of basketball statistics. Student assistants use the program on the handheld to collect statistics during the game. After the game, Pete synchs his handheld and then uses his desktop computer to produce reports that allow him to track performance and analyze opponents.



23	Dfct	TkChg	TechF	18
FT	Assist	Steal	Off RB	
Foul	Block	T-Over	Def RB	
H	Made	Missed	V	
1			10	
23			14	
15			33	
33			5	
20			35	
T	3		T	

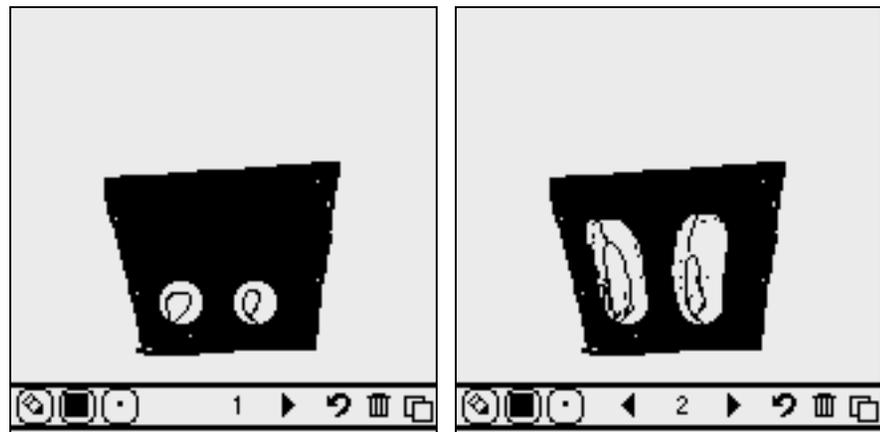
Done Subs... Undo Clear



Betsy Campbell - Omaha, Nebraska



Each student plants seeds in a container. On the day they are planted students use *Sketchy* to draw the planter. They duplicate this several times and go back to the first frame and draw the seed. Every day students draw what they see. When they're finished, they animate their drawings and see a movie of their plant growing.



Shellie Michael - Uniontown, Ohio



Students study forms of government. After learning the basics of each form, students research countries and determine the form of government in that country. This information, as well as other information, is entered into *dbNow* on the handhelds. Once they are finished, students make a *PowerPoint* presentation. To test student learning, Shellie creates quizzes and tests on *Classroom Wizard*. Students take the test and beam it up to the web. Shellie and the students can get the results almost immediately.



Sam Berrios - Addison, Illinois



Sam uses pen pals as part of his beginning writing projects for his students. His students corresponded with third graders in other Addison Elementary School District 4 schools. Sam said, "Writing is difficult for my students. Being able to edit their writing easily on the Dana and having a meaningful reason to write made all the difference to the attitude and final products of the students."



Unnamed

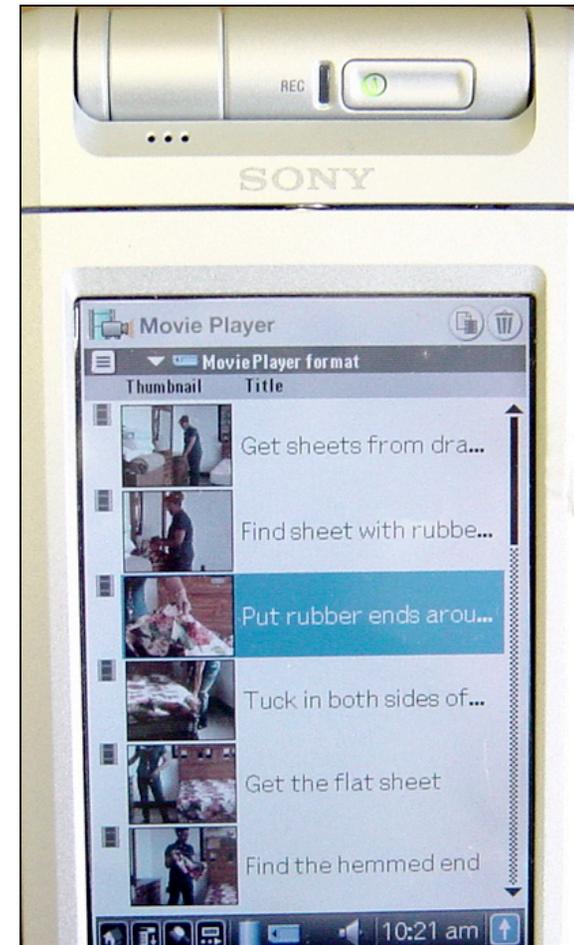
Dear Nick,
How are you? We have been playing soccer in gym. We did an experiment with butterflies. What are you doing at your school? Write soon!
Your pen pal,
Nick

[F1] [B] [U] [Z] Plain

Tim Morse - Long Beach, Mississippi



Tim videotaped a SpEd teacher modeling the steps in making a bed. He created MPEG video files on his desktop computer and converted them for use on the Sony CLIE allow a movie to be played over and over again until the student was ready to perform the step



Stuart Egan - Liliburn, Georgia



Stuart also uses *LearnTrac* at the beginning of a class with small assessments that are not meant to be graded, but rather inform Stuart of the class's retention of skills. "Students respond to a few questions and I project on the screen in front of the class what the answer distribution is."

A quick glance at the screen gives Stuart and the students an idea of how the class is doing.



Kristi Bush - Allen, Texas



90% of school districts in Texas administer the TPRI three times a year to their K-2 students. Kristi uses the handheld version of the test.



Roosevelt: Administrator, Roosevelt Elementary Mon 03/24/03 Home | My Account | Log Out | Help

TPRI wireless generation

Introduction View Results Grouping Planning

TPRI Results Fluency Results

Class: Adams Reading Group Time of Year: Middle Print

Kindergarten TPRI

This page shows class TPRI scores. Clicking on any student's name will show you her/his results in detail

Sort by: Screening Results

Score	Phonemic Awareness	Graphs Knowledge	Listening Comprehension
Amr G	8	5 4 5 3 SD	25 10 K-1 0,1
Asia H	6	5 5 3 SD SD	25 8 K-1 2,2
Emerald C	6	5 5 3 SD SD	25 3 K-1 2,2
Ethan K	0 7	4 4 4 5 0	25 8 K-1 1,1
Gabriela E	9	5 5 5 4 3	26 10 K-1 2,2
Hannah C	7	5 5 5 5 5	25 10 K-1 3,2
Hevin B	5	2 SD SD SD	24 10 K-1 3,1
Isaac F	8	5 5 5 5 2	26 10 K-1 3,2
Isabel N	9	5 5 5 5 5	26 10 K-1 2,1
Jack G	10	5 5 4 3 SD	26 5 K-1 3,2
James C	9	5 2 SD SD SD	26 10 K-1 3,2
Kenneth R	4	4 4 4 0 SD	20 8 K-1 2,2
Kierra R	4	4 0 SD SD SD	26 6 K-1 1,2
Like E	9	3 SD SD SD	26 10 K-1 1,1
Pierce D	10	5 5 5 5 5	26 10 K-1 3,1
Carl C	1	0 SD SD SD SD	0 SD K-1 0,1
Christopher B	3	1 4 4 1 SD	24 1 K-1 2,2
Dylan T	0	5 4 4 2 SD	26 6 K-1 3,2
Emily C	1	3 2 SD SD SD	24 0 K-1 2,0
Kelara M	0	0 SD SD SD SD	6 SD K-1 0,0
Kyle B	1	0 5 3 SD SD	21 3 K-1 3,2

Minimum Developed Score: 4/10 6/8 4/5 4/5 4/5 4/5 4/5 2008/10



Kerri Betts - Paso Robles, California



Students demonstrate their knowledge of the Spanish equivalents for everyday food items, and determine reasonable prices for those items using the currency of Spanish-speaking countries. The final product is a grocery store flyer with all foods labeled in Spanish and all prices converted to currency of Spanish-speaking countries.



Currency Converter

Currency
▼ US Dollars [Down Arrow]

Amount
1.89

Currency
▼ Mexican Pesos [Up Arrow]

Amount
18.61

[Edit Currencies...]

Las Frutas y Los Vegetales

- La Ducha de Papas 1.14 Pesos
- Las Papas 5.12 Pesos
- Los Tomates 4.29 Pesos
- El Jugo de Naranja 12.00 Pesos

La Lechería

- El Leche 15.71 Pesos
- El Yogurt 25.10 Pesos
- El Mantequilla 11.00 Pesos
- El Crema 8.00 Pesos

El Carne

- El Resaca 8.10 Pesos
- El Pavo 4.30 Pesos
- El Jamón 24.25 Pesos
- El Pechuga 64.00 Pesos

El Pan y El Cereal

- El Cereal 24.00 Pesos
- El Pan 10.10 Pesos
- Las Galletas 5.00 Pesos

Sheldon Smith - Paso Robles, California



Sheldon and teachers in his schools use the gradebook *Making the Grade* on both their desktop computers and their handhelds. "It's great!" says Sheldon. "Teachers aren't tethered to their computers or classrooms. Teachers can take attendance and grades out in the field.



Gradebook ▼ 1 - Sophomore 3/4B			
Assignment --->	33	34	35
Category ----->	LIT	WRT	QFT
Value ----->	/	100	200
Archer, Dennis E.	/	B-	46
Bowles, Charles A.	/	C	60
Chancellor, James	/+	C+	82
Dickerson Michae	/	B	60
Garcia, Eugene F.	/	B-	82
Glenn, Helen B.	/+	A	86

Students: 1 - 6 Assignments

Daily Record ▼ 1 - Sophomore 3/4B				
AE	AF	AU	AT	TL
AP	AI	AS	TU	UN
Date of Term ->	10/23	10/24	10/25	
Day of Week -->	Mon	Tue	Wed	
Archer, Dennis E.	TU	TU	TU	
Bowles, Charles A.				
Chancellor, James				
Dickerson Michae	AT	AT	TU	
Garcia, Eugene F.				
Glenn, Helen B.				

Students: 1 - 6 Term Dates

Bruce Shelton - Wichita, Kansas



Each of Bruce's teachers has a handheld to use for student assessment. Bruce entered all the Kansas standards for reading, writing, and math into Excel files. Then he converted them with *Docs to Go*. This year, Bruce converted the standards to *HanDBase*. Teachers just tap to enter data, making the evaluation process much easier and faster.



	B	C	D	E	F
1	Last Name	Stan	Sta	w	f
2	Jenny	X	X		
3	Kamil	X	X	X	
4	Roberto	X	X	X	
5	Angela		X	X	
6					
7					
8					
9					

Standard 2: Use the power of

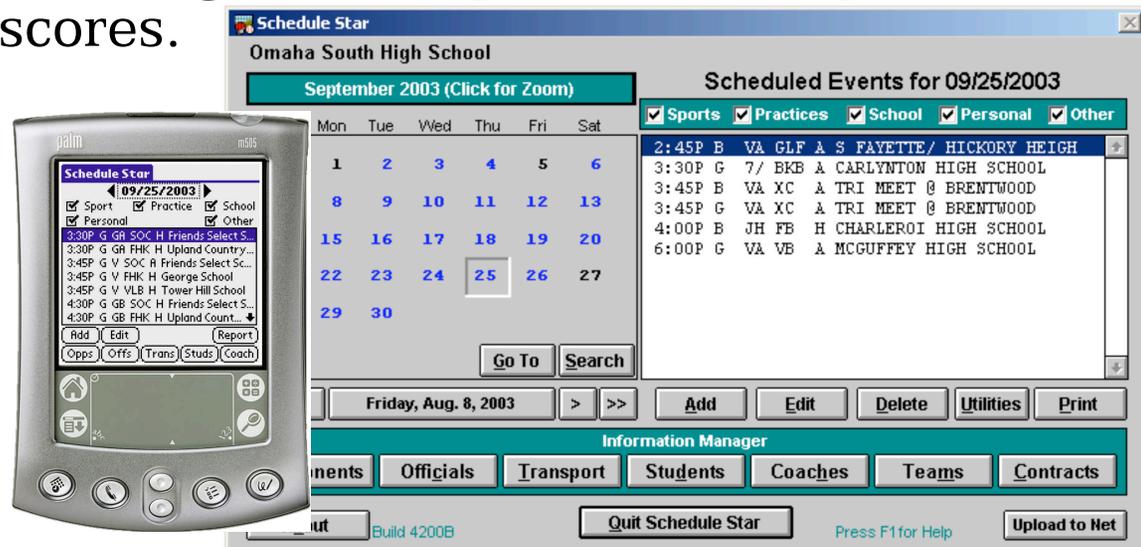
Edit Record	
E	Student 2
M	11/11/03
I	10:45 am
No Value	d writing--
Edit Popup List	<input type="checkbox"/>
observation	No Value
pre-writ exp.	<input type="checkbox"/>
observation	No Value
draw/wri meaning	<input checked="" type="checkbox"/>
observation	M

OK Cancel Details New

Chuck Walker - Omaha, Nebraska



As the athletic director for South High School, Chuck uses *Schedule Star* make the sports schedules. He puts the information into his desktop computer and then synchs it onto his Palm IIIc. Chuck says he can schedule the whole season in two to three hours. He logs onto *HighSchoolSports.net* to upload the scores.



Cheryl Litt - Bloomfield Hills, Michigan



Every student in West Hills Middle School uses a Palm m125 handheld all year long and is allowed to take it home. The school subscribes to *PAAM* and uses C-Pen.

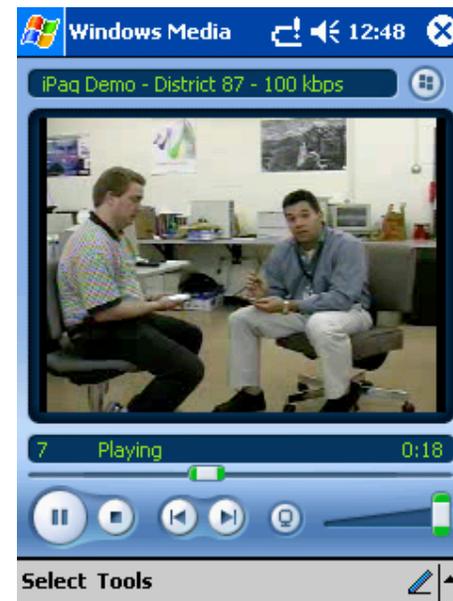
The screenshot shows the PAAM (Palm Artifact and Assessment Manager) web interface. The main window displays a list of artifacts for user 7GouldW654188. The list includes various items such as datebooks, to-do lists, and sketchy files. Two windows are overlaid on the main interface:

- Sketchy window:** Titled "Chemical reaction, by Kate", it shows two molecular diagrams of a chemical reaction.
- PiCoMap window:** Titled "Energy, by Jerry", it shows a concept map with nodes for "sun", "energy", "plant", "cow", and "human", connected by arrows.

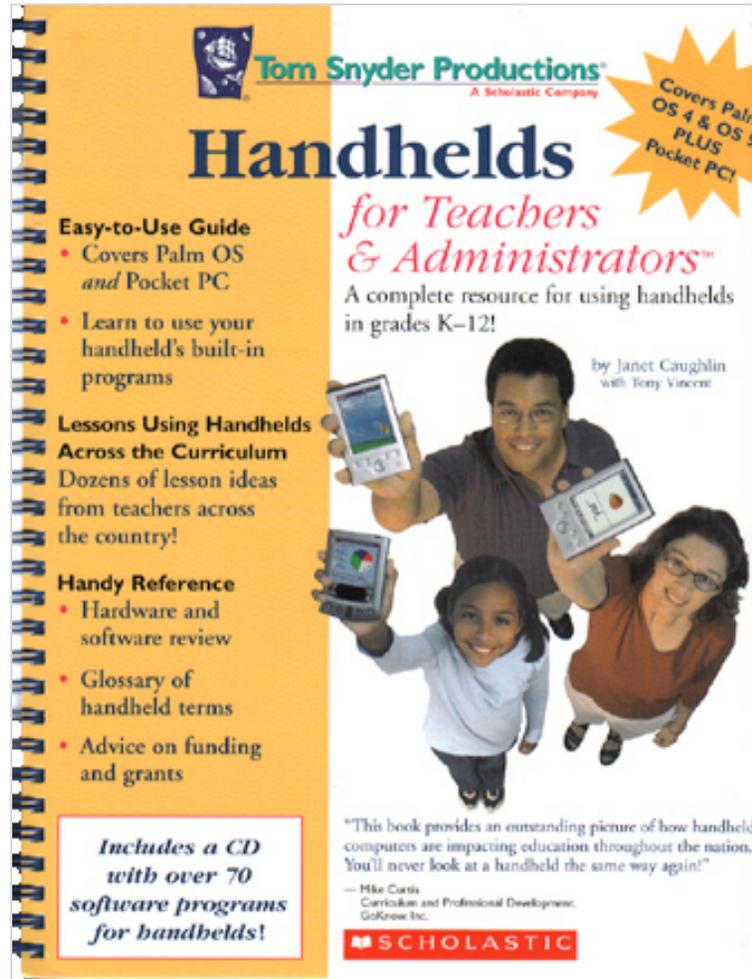


Jim Peterson - Bloomington, Illinois

Jim's administrators learn to use their handhelds in the four-hour Moveable Feast for Administrators. He and his staff take them step-by-step through using the handheld and its programs. The screenshot to the right is from a movie about beaming that Jim loads on their handhelds.

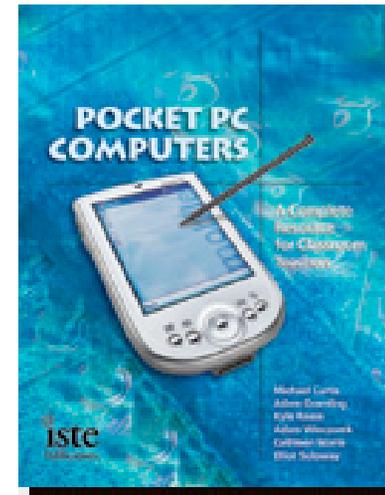
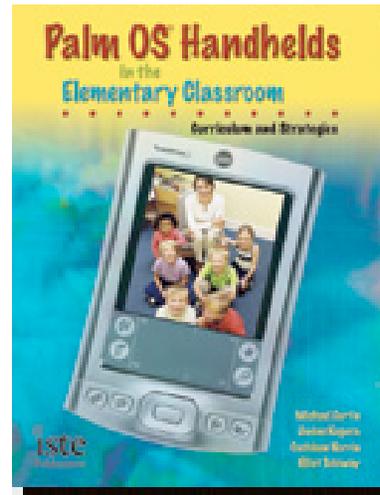
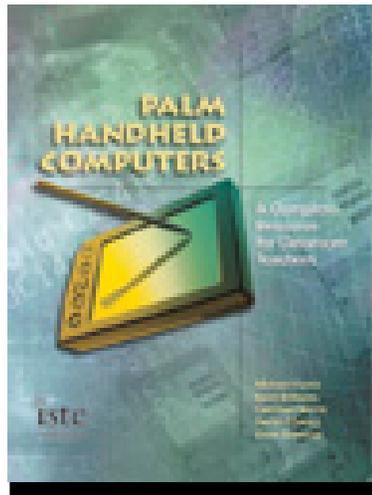


Good Books



<http://www.classsource.com/>

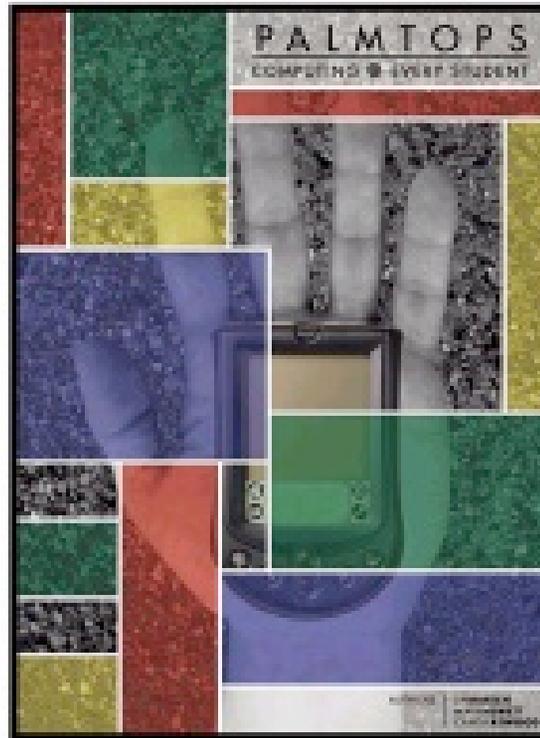
Good Books



<http://www.iste.org/bookstore/>



Good Books

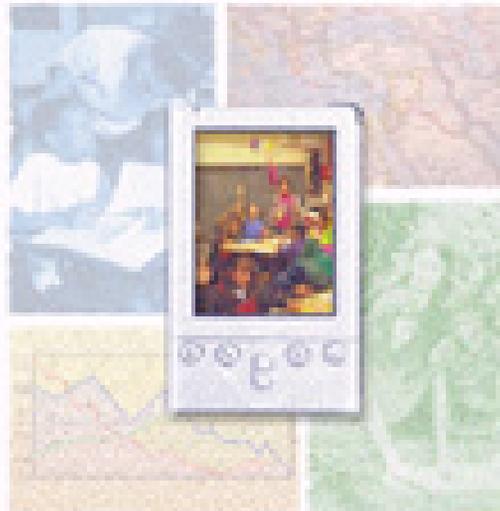


<http://www.ftcpublishing.com/palmtops.html>

Good Books



101 Great Educational Uses for Your Handheld Computer



*A Comprehensive Guide
to Using Handhelds in Education
for Administration, Teaching, and Learning*



Good Web Site



learninginhand
Resources for using handheld computers in schools by Tony Vincent

Menu

Home

Tony's Blog	<p>Handheld computers aren't simply organizers – they are fully functional computers that can run a variety of software applications. Classrooms all over the world are using handhelds for teaching and learning because of their low cost, portability, ease-of-use, and great software. Read More...</p>  <p>"Handhelds in Omaha" Video</p> <p>Must Have, Should Have, & Nice to Have Hardware Recommendations</p> <p>Buy the Book! Handhelds for Teachers & Administrators</p>
Articles & More	
eBooks	
FAQ	
Graduate Class	
Hardware	
Lesson Plans	
Management	
Presentations	
Search	
Software	
Web Links	
Email Tony	

Formerly known as Planet 5th: Learning In Hand, **learninginhand.com** is an educator's resource for using handhelds in schools. You'll find lists of great software applications for Palm and Pocket PC computers. Also, there's a comprehensive listing of the best sites for educators, lesson plans, classroom management tips, and more. Don't forget to check out the blog for what's new.

Page Updated 11/29/04 © Tony Vincent



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