



College of Education, Health, and Human Services

The attached proposal is submitted by the **EHHS Office of Professional Development and Outreach** for Curriculum Committee review:

____ Foundations, Leadership and Administration
XXXX Lifespan Development and Educational Sciences
____ Teaching, Learning and Curriculum Studies
____ Health Sciences

(Course # **ITEC 50093**) (Instructor: **Julee Henry & Annette Kratcoski**)
Workshop title: **NEOTech Annual Conference Workshop Series**

XXXX Workshop (1 credit hour)
____ Conference/Institute
____ Special Topics Off-Campus Course

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<u>Drew Tiene</u>	<u>10/22/14</u>
Drew Tiene, Program Coordinator Approval	Date

<u>Courtney Vierstra</u>	<u>11/5/14</u>
Courtney Vierstra, School Curriculum Committee Approval	Date

<u>M. Dellmann-Jenkins</u>	<u>11/6/14</u>
Mary Dellmann-Jenkins, School Director Approval	Date

<u>Catherine Hackney</u>	<u> </u>
Catherine Hackney, College Dean Approval	Date

Comments:



College of Education, Health and Human Services
Office of Professional Development and Outreach

WORKSHOP PROPOSAL FORM

Workshop Title: NEOTech Annual Conference Workshop Series

*1 credit = 15 instructional hours + 22.5 hours of out-of-class assignments (total 37.5 clock hours)
2 credits = 30 instructional hours + 45 hours of out-of-class assignments (total 75 clock hours)
3 credits = 45 instructional hours + 67.5 hours of out-of-class assignments (total 112.5 clock hours)
(Breaks and lunch hours may not be included as instructional hours)*

 1 Specify number of credits Undergraduate XXX Graduate
 Non-Credit

Associations/Agencies from which CEU Approval Should Be Requested:

Instructor Information:

Name of instructor: Julee Henry
Degree granting institution: Kent State University

Highest degree: M.Ed.
Year: 2010

Name of instructor: Annette Kratcoski
Degree granting institution: Kent State University

Highest degree: Ph.D.
Year: 1992

Instructor Status:

 Current KSU faculty
Faculty rank/department _____

 First time instructor for KSU

*First time instructors offering a graduate credit workshop must be granted temporary graduate faculty status (updated annually).
Please include curriculum vita with this proposal.*

X Returning instructor (Date of last KSU workshop/course taught)

Henry: Fall 2014

Kratcoski: Summer 2014

Brief Instructor Profile:

Julee Henry directs the Instructional Resource Center at Kent State University. In addition, Julee teaches workshops relating to social networking in education and 21st Century skills for educators. She is currently pursuing a Ph.D. in educational psychology with a concentration in instructional technology. Julee's research interests include the integration of technology into the curriculum, the use of social media in education, and online and distance education.

Annette Kratcoski, Ph.D., is currently director of the Research Center for Educational Technology (RCET) at Kent State University. As the center's director, she oversees research and outreach projects related to PreK-12 technology integration and also leads programming in RCET's AT&T Classroom, a high-tech professional development, outreach, and research laboratory facility.

Preferred location: **Kent State Student Center**

(We will attempt to secure your requested room). — Room is booked through the conference committee so nothing further needs scheduled.

Maximum enrollment: **no maximum**

(Please provide a statement of explanation if the maximum enrollment for this workshop is above or below

Enrollment for this workshop occurs in conjunction with the annual NEOTech Conference hosted at KSU. Enrollment for the conference averages around 400 PreK-16 educators. Enrollment for graduate credit has averaged 33 the past 2 years.

Please address pedagogical appropriateness and/or resource availability).

Participants select from conference sessions that focus on the specific theme of the conference. The conference themes change each year and reflect a current focus/issue/trend in educational technology. Additionally, all conference sessions undergo review by a selection committee with acceptance based upon relevance to the conference theme, and the quality of the session proposal with regard to clearly defined session objectives and learner goals and outcomes.

Proposed workshop dates: From: **March 20, 2015** To: **April 24, 2015**

Note: This is a hybrid course with face-to-face contact hours March 20, 2015, 8:30- 4 p.m.

Date the final assignment is due, if after workshop ending date: **April 24, 2015**

(The due date of the last assignment will determine the session to which the workshop is assigned).

Is this workshop affiliated with a grant?

Yes _____ No X

Type of grant_

Will the instructor's salary be paid by the grant?

Yes _____ No X

Will the participant's tuition be paid by the grant?

Yes _____ No X

Grant account #

Please indicate if this workshop will involve any of the following:

- ☐ Traditional face-to-face
☐ Computer-based instruction requiring lab times
☐ Distance learning/Online
☒ Hybrid face-to-face & Online

Workshop Audience and Content (attach additional sheets if necessary):

This workshop is designed to offer a graduate workshop credit opportunity for PreK-12 teachers attending the annual NEOTech conference hosted at Kent State University each Spring.

Workshop Goals and Objectives:

The primary goal of this workshop is to help educators better understand the interrelationships between a variety of digital tools and 21st century skills and how such tools can be used effectively for teaching and learning core content. More specifically, the workshop is designed to help educators better understand the connections between technology knowledge and skills and 21st century skills. It is expected that participants have some basic expertise with some digital tools (e.g., computers, tablets, smartphones etc.) and come to the workshop with questions, inquiries, and interests related to how these topics can facilitate 21st century teaching and learning.

Workshop Objectives

Participants in the workshop will:

- Attend the one-day NEOTech conference held at Kent State University, March 20, 2015
- Explore a variety of web 2.0 tools and tablet apps for teaching and learning
- Participate in an online community by contributing and reviewing posts.
- Contribute to the resource library hosted on the online community by adding posting reviews that include a description and analysis of Web 2.0 tools that can help increase students' digital literacy and help students to gain 21st century skills.
- Contribute to the lesson plan collection that is accessible in the resource library of the online community by developing a lesson plan that (1) integrates digital tools with curriculum standards and 21st century skills and (2) incorporates effective assessments.

What knowledge, skills or expertise will participants have attained upon completing the workshop?

Upon completion of this workshop, participants will have developed the following knowledge, skills and expertise:

- An understanding of what constitutes "21st century" teaching and learning as well as the core competencies that constitute "21st century skills"
- Knowledge of a wide range of web 2.0 tools and tablet apps appropriate for K-12 teaching and learning
- An understanding of how specific web 2.0 tools and tablet apps can be used to engage students with rigorous curricular content and promote 21st century skills for critical thinking, creating, communication, and collaboration
- Expertise in participating in an online community as evidenced by: (1) contributing and replying to posts, and (2) uploading & accessing stored digital resources.
- Expertise in designing lesson plans that integrate digital tools with curriculum standards and 21st century skills and that incorporate effective assessments.

(Method of Evaluating Participants) Please describe in detail how final grades (credit) or successful completion (noncredit) will be determined. Although credit workshops are limited to Satisfactory/Unsatisfactory grading, criteria for awarding of Satisfactory grade must be clearly stated. Attachment of an evaluation rubric is highly encouraged.

Evaluation of each student will be determined by satisfying rubric guidelines for each project. We will award either a satisfactory or unsatisfactory grade for the culminating lesson plan assignment so students know if they've passed.

(Graduate Student Requirements) Please describe in detail additional requirements for graduate students if the workshop will be offered at both the undergraduate and graduate levels. This should take the form of additional assignments, additional days, enhanced requirements, etc.

This is a Graduate Level only workshop.

1 credit = 15 instructional hours + 22.5 hours of out-of-class assignments (total 37.5 clock hours)

2 credits = 30 instructional hours + 45 hours of out-of-class assignments (total 75 clock hours)

3 credits = 45 instructional hours + 67.5 hours of out-of-class assignments (total 112.5 clock hours)

(NOTE: Breaks and lunch hours may not be included as instructional hours)

Session Date	Instructional Contact Hours	Outside Class Contact Hours	CONTENT OUTLINE
Spring 2015	15	22.5	<p>Topics/Themes: (for 2015) Twenty-first Century Skills</p> <p>Readings (if applicable): Several online articles related to the conference theme</p> <p>Assignments: Lesson plan that includes tools from the conference with the online articles serving as resources.</p>

TOTAL INSTRUCTIONAL CONTACT HOURS: 15

TOTAL OUTSIDE CLASS CONTACT HOURS: 22.5

Please List Texts and/or Instructional Resources to Be Utilized for the Workshop:

Online discussion board and articles related to the conference theme.

Marketing:

In 75 words or less, please give a description of the workshop for marketing purposes. This description may be edited to conform with Kent State University style guidelines and/or to maximize marketing effectiveness.

The NEOTech committee due to its affiliation with the conference is marketing this workshop and no additional advertising is needed.

(330) 672-2277 office

e-mail: jahenry2@kent.edu

Education

In Progress	Ph.D. Educational Psychology, Kent State University
2010	M.Ed. Instructional Technology, Kent State University
2004	B.A. Business Administration, Kent State University

Research/Teaching Interests

- Online collaboration (synchronous and asynchronous)
- Online education in studio settings
- Use of social networking/social media in education settings
- Instructional Design
- Digital Divide
- Human-Computer Interaction

Workshops Taught:

2012-Present NEOTech Conference, Optional Graduate Credit Workshop

2010-Present Social Networking in Education
Technology, Information Literacy and 21st Century Skills: Effective Strategies for Learning

2012-Present Blackboard Vista 9-The Basics
Blackboard Vista 9-Tools
Blackboard Vista 9-Gradebook/Groups
Blackboard Vista 9-Managing your site: E-mail and announcements
Blackboard Vista 9Chat and Discussions
Blackboard Vista 9-Quizzes and Assignments

2009-2012 Blackboard Vista 8-The Basics
Blackboard Vista 8-Tools
Blackboard Vista 8-Gradebook/Groups
Blackboard Vista 8-Managing your site: E-mail and announcements
Blackboard Vista 8-Chat and Discussions
Blackboard Vista 8-Quizzes and Assignments

Microsoft Word 2007 (basic & advanced)
Microsoft Excel 2007 (basic & advanced)
Microsoft PowerPoint 2007 (basic & advanced)
Microsoft Outlook 2007 (basic & advanced)
Microsoft PowerPoint 2007-MDID Companion Training (for Art Faculty)
Flashline/Faculty & Advisor Tools/Banner
Commonspot Basics
Using Blogs in the Classroom
Cloud Computing and using Google Docs for collaboration with students

Presentations

Henry, J. & Ingram, A. (2011). Social Networking in Education. Presentation delivered to faculty and students at Etech Ohio 2011 Conference, Columbus, Ohio.

Employment

2013-Present Coordinator, Instructional Resource Center
Kent State University

2010-2013 Assistant Director, Technology and Distance Education
Kent State University

2008-2010 Administrative Assistant, Technology and Distance Education
Kent State University

2004-2008 Office Manager, KM Properties of Ohio

Department and University Service

2008-Present *Member*, Faculty Technology Advisory Committee (ex officio), Kent State University

2013 *Member*, Search Committee, Educational Technology, Kent State University

2012 *Member*, Search Committee, Vacca Office of Student Services, Kent State University

2011 *Member*, Evaluation Committee, Associate Deans of Education, Health, and Human Services, Kent State University

2010 *Member*, Search Committee, Technology and Distance Education, Kent State University

Annette Manning Kratcoski, Ph.D.

The Research Center for Educational Technology
323 Moulton Hall, Kent State University

akratcos@kent.edu
330.672.3371

Education

Kent State University
Doctorate of Philosophy, 1992
Major: Speech-Language Pathology
Minors: Early Childhood Education & Special Education
Dissertation Title: "An Examination of Teacher-Student Interaction in Integrated Preschool Settings".

University of Akron
Masters of Arts, 1987
Major: Speech Pathology

University of Akron
Bachelor of Arts, 1985
Major: Communicative Disorders
Minor: Education

Professional Experience

Research Center for Educational Technology, Kent State University

Director, July 2012-present
AT&T Classroom Teacher Professional Development Lead & Researcher, September 2000-June 2012

Summit County Educational Service Center

Coordinator of Curriculum & Instruction, October 1995 - September 2000
Supervisor of Speech-Language Services, August 1992- October 1995
Speech-Language Pathologist/Integrated Preschool, August 1991-August 1992

Family Child Learning Center

Grant Coordinator, August 1989-1991
Coordinator for Classroom Curriculum & Programming, August 1988-August 1989
Speech-Language Pathologist/Infant-Toddler Program, August 1987-August 1988

Stow Learning Center

Speech-Language Pathologist
May 1987-September 1987

The University of Akron Nursery Center

Teacher Aide, June 1981-August 1985

University Teaching Experience

Graduate Credit Workshop: Digital Tools and Twenty-First Century Skills

Kent State University, Spring 2013, Spring 2014

Graduate Credit Workshop: Technology in the Classroom

Kent State University, Fall 2009, Summer 2010, Summer 2011, Summer 2013, Summer 2014

Honors College: Individual Honors Work Project

Kent State University, Fall 2010, Spring 2011, Fall 2011, Spring 2012, Fall 2012, Spring 2013, Fall 2013, Spring 2014

Communicative Disorders I

The University of Akron, Spring 1995

Normal Language Development

The University of Akron, Summer, 1993

Language Acquisition & Behavior

Kent State University, Summer 1991

Neurodevelopmental Treatment with Infants and Families

Kent State University, Fall 1988, Spring, 1989, Spring 1990

Grant & Program Evaluation

Project Team, **Elyria City Schools**, "Evaluation of the Elyria SMART Board Initiative, 2007.

Project Team, **Lorain Country Schools**, "Evaluation of the Lorain County Student Response System Project, 2007.

Lead Evaluator, **The University of Akron**, "REFOCUSTT: Redesign for Competent Use of Technology by Teachers Project (PT3 Grant), 2001-2004.

Lead Evaluator, **Ohio's Technology Literacy Challenge Fund**, "Raising the Bar in the Middle Grades" (2000-2001) and "Raising the Bar at the High School Lead Evaluator", 2002-2003.

Lead Evaluator, **Woodridge High School**, "Technology Literacy Challenge Fund Grant: Raising the Bar at the High School", 2001-2002.

Lead Evaluator, **Cleveland Heights High School**, "Technology Literacy Challenge Fund Grant: Raising the Bar at the High School", 2001-2002.

Grant Awards

Co-Principal Investigator, **U.S. Dept. of Education SBIR**, "Empowering Students to Prepare for College through Gamification"; *Submitted/Pending Approval for \$28,000, 2014-2015.*

Co-Principal Investigator, **Ohio Dept. of Education**, "The Connected Collaboration Platform - Ohio Straight A"; *Submitted/Pending Approval for \$576,824.61, 2014 – 2020.*

Key Personnel, **Martha Holden Jennings Foundation**, "Making Mathematics Mobile (M3): Collaborating with K-12 Schools to Explore Mathematics Apps" \$30,725.49, 2014-2015.

Principal Investigator, **Martha Holden Jennings Foundation**, "Connecting at the Core: Using Technology to Promote Excellent Teaching and Deep Understanding of the Common Core State Standards" \$34,240; 2013-2014.

Principal Investigator, **Martha Holden Jennings Foundation**, "Mobile Devices for Teaching & Learning for Deep Understanding" \$30,000; 2012-2013.

Principal Investigator, **eTech Ohio**, "ICT2: Information & Communication Technologies for Teachers" \$100,000; 2011-2012.

Principal Investigator, **Martha Holden Jennings Foundation**, "L-STEM: New Models for Teaching & Learning for Deep Understanding" \$30,000; 2011-2012.

Principal Investigator, **Martha Holden Jennings Foundation**, "Mobile Tools and Mentor Teachers for STEM (MT² 4 STEM)" \$15,000; 2010-2011.

Project Team, **Sisler McFawn Foundation**, "Kent State University 3-D Stereo-Imaging Classroom Outreach: Developing Northeast Ohio's Future Scientific Leaders", \$40,000, 2009-2010; Renewed 2010-2011; 2011-2013.

Project Team, **Metropolitan Cleveland STEM Consortium/H.B. 1 Award**, "vSTEM Classroom: Virtual Classroom for STEM", \$50,000; 2010.

Principal Investigator, **Martha Holden Jennings Foundation**, "Teacher Technology Mentors" \$40,000; 2009-2010.

Project Team, **National Science Foundation (IMD)**, "Thinking with Data: A Cross-Disciplinary Approach," \$979,271.00; 2007-2009.

Project Team, **AT&T Foundation**, "Improving Teaching and Learning Through Effective Use of Classroom Technology," \$100,000.00; 2007.

Principal Investigator, **Martha Holden Jennings Foundation**, "Satellite Teacher Mentors" \$30,000; 2007-2008.

Co-Principal Investigator, **Ohio Learning Network**, Learning Communities, "Technology Teacher Triads," \$5,000.00; 2006-2007.

Co-Principal Investigator, **Ohio Learning Network**, Learning Communities, "School Community Resource Network," \$5,000.00; 2006-2007.

Project Team, **National Science Foundation**, (ROLE), "Thinking with Data," \$330,252.00; 2005-2006.

Publications

Pytash, K. Ferdig, R., Kist, W., & Kratoski, A. (2013). Twenty-first century literacies: Stories from visionary classrooms. *The Ohio Journal of English Language Arts*, 53 (1), 7-14.

Swan, K., Vahey, P., van 't Hooft, M., Kratoski, A., Cook, D., Stanford, T., Yarnell, L., & Rafanan, K. (2013). Problem-based learning across the curriculum: Exploring the efficacy of a cross-curricular application of Preparation for Future Learning. *The Interdisciplinary Journal of Problem-Based Learning*. 7 (1), 91-110.

van 't Hooft, M., Vahey, P., Swan, K., Kratoski, A., Cook, D., Rafan, K., Stanford, T., & Yarnall, L. (2012). A cross-curricular approach to the development of data literacy in the middle grades: The Thinking with Data Project. *Middle Grades Research Journal*. 7 (3), 19-33.

Vahey, P., Rafanan, K., Patton, C., Swan, K., van 't Hooft, M., Kratoski, A., & Stanford, T. (2012). A cross-disciplinary approach to teaching data literacy and proportionality. *Educational Studies in Mathematics*, DOI 10.1007/s10649-012-9392-z.

Swan, K., Schenker, J., Kratoski, A., & van 't Hooft, M. (2010). Interactive whiteboards and student achievement. In Michael Thomas & Euline Cutrim (Eds.) *Interactive Whiteboards: Theory, Research and Practice*. IGI Global. Hersey, PA.

Swan, K., Schenker, J. & Kratoski, A. (2008). The Effects of the Use of Interactive Whiteboards on Student Achievement. In *Proceedings of World Conference on Educational Multimedia, Hypermedia and Telecommunications 2008* (pp. 3290-3297). Chesapeake, VA: AACE.

Lin, Y., Swan, K., & Kratoski, A. (2008). Scaffolding Learning through Multimedia Development. *Journal of Multimedia and Hypermedia*, 17, (3), 363-385.

Booth, R., Hichens, D., & Kratoski, A. (2007). Using Digital Recorders to Increase Reading Fluency *Journal of the Research Center for Educational Technology*, <http://www.rcetj.org>

Condit, N., Kidwell, & Kratoski, A. (2007). Using Digital Tools to Support Children's Inquiry. *Journal of the Research Center for Educational Technology*, <http://www.rcetj.org>

Kelly, J. & Kratoski, A. (2007). Intervention Podcasting. *Journal of the Research Center for Educational Technology*, <http://www.rcetj.org>

Kratcoski, A., Bates, C., and Hopkins, A. (2007). Using SMART Boards to Enhance Student Learning. *Journal of the Research Center for Educational Technology*, <http://www.rcetj.org>

Kratcoski A., Cottrell, S., Killeen, E., Kruse, A., & Miller, D. (2007). Exploring the use of Technology to Facilitate the Writing Process. *Journal of the Research Center for Educational Technology*, <http://www.rcetj.org>

Kratcoski, A., Swan, K., & Mazzer, P. (2007). Teacher technology mentors. *Journal of the Research Center for Educational Technology*, <http://www.rcetj.org>

McLain, K., Boyle, T., Franks, M., Komoff, B., Kratcoski, A. (2007). Podcasting with Kids—Differentiating Instruction Digitally. *Journal of the Research Center for Educational Technology*, <http://www.rcetj.org>

Swan K., Kratcoski, A., van 't Hooft, M., Campbell, D., & Miller, D. (2007). Technology support for whole group engagement: A pilot study. *International Journal on Advanced Technologies for Learning*, 4 (2), 68-73.

Swan, K., Mazzer, P. & Kratcoski, A. (2007). Teacher Technology Mentors. In C. Montgomerie & J. Seale (Eds.), *Proceedings of World Conference on Educational Multimedia, Hypermedia and Telecommunications 2007* (pp. 379-384). Chesapeake, VA: AACE.

Swan, K., van 't Hooft, M., Kratcoski, A., Schenker, J. (2007). Ubiquitous computing and changing pedagogical possibilities: Representations, conceptualizations, and uses of knowledge. *Journal of Educational Computing Research*, 36 (4), 481-515.

Swan, K., van 't Hooft, M., Kratcoski, A., Schenker, J., & Miller, D. (2007). Technology support for whole class engagement in learning. Vancouver: *ED-MEDIA 2007 Proceedings*, 3310-3318.

Viers, K., Lacko, S., Weiss, K., Kratcoski, A. (2007). Building social skills through podcasts. *Journal of the Research Center for Educational Technology*, <http://www.rcetj.org>

Schenker, J., Kratcoski, A. Lin, Y-M., Swan, K. & van 't Hooft, M. (2006). Researching ubiquity: ways to capture it all. *Ubiquitous Computing in Education: Invisible Technology, Visible Results*. Mahwah, NJ: Erlbaum.

Swan, K., Kratcoski, A., Schenker, J. & Cook, D. (2006). The ubiquitous computing classroom: a glimpse of the future today. *Ubiquitous Computing in Education: Invisible Technology, Visible Results*. Mahwah, NJ: Erlbaum.

Kratcoski, A., & Katz, K. (2006).). Interactions in a ubiquitous computing environment: The implications of discourse for children's conceptualizations and representations. *The Journal of the Research Center for Educational Technology*, (3), Accessible at [http:// www.rcetj.org](http://www.rcetj.org)

Kratcoski, A., & Katz, K. (2006). Interactions in a ubiquitous computing environment: the implications of discourse for children's conceptualizations and representations. *The Journal of the Research Center for Educational Technology*, 2 (1).

Kratcoski, A., Swan, K., Campbell, D. (2006). A third grade class's investigation of living and nonliving things. *The Journal of the Research Center for Educational Technology*, 2 (1) Accessible at <http://www.rcetj.org>

Kratcoski, A., Swan, K., Campbell, D. (2006). An Investigation into a fourth grade class's use of digital tools to study map geography skills. *The Journal of the Research Center for Educational Technology*, 2 (1). Accessible at <http://www.rcetj.org>

Kratcoski, A., Swan, K., Campbell, D. (2006). Ubiquitous computing within the context of developmentally appropriate practice. *The Journal of the Research Center for Educational Technology*, 2 (1). Accessible at <http://www.rcetj.org>

Lin, Y., Kratcoski, A. & Swan, K.(2005). Situated learning in a ubiquitous classroom. *The Journal of The Research Center for Educational Technology*, (2), Accessible at <http://www.rcetj.org>

Swan, K, Kratcoski, A., Mazzer, P. & Shenker, J. (2005). Bringing Mohamed to the mountain: Situated professional development in a ubiquitous computing classroom. *Journal of Educational Computing Research*, 32 (4), 353-365.

Swan, K., van 't Hooft, M., Kratcoski, A. & Unger, D. (2005). Uses and effects of mobile computing devices in K-8 classrooms: a preliminary study. *Journal of Research on Technology and Education*, 38 (1), 99-112.

Swan, K., Kratcoski, A., Mazzer, P. & Schenker, J. (2005). Situated professional development in a ubiquitous computing classroom. Orlando, FL: Proceedings of AECT 2005.

Swan, K., Kratcoski, A., Lin, Y., Schenker, J. & van 't Hooft, M. (2005). The changing nature of learning in a ubiquitous computing classroom. Orlando, FL: Proceedings of AECT 2005.

van 't Hooft, M., Swan, K., Kratcoski, A. & Unger, D. (2005). Uses and effects of mobile computing in K-8 classrooms. Orlando, FL: Proceedings of AECT 2005.

Swan, K., van 't Hooft, M., Kratcoski, A. & Unger, D. (2005). Teaching and learning with mobile computing devices: closing the gap. Cape Town, South Africa: Proceedings of the 4th World Conference on mLearning.

Swan, K., van 't Hooft, M., Kratcoski, A., Shenker, J. & Lin, Y-M. (2005) Exploring the changing nature of teaching and learning in a ubiquitous computing classroom. Montreal: ED-MEDIA 2005 Proceedings.

Swan, K, Kratcoski, A., Lin, Y-M., Mazzer, P. & Shenker, J. (2005) Professional development situated in a ubiquitous computing classroom. Montreal: ED-MEDIA 2005 Proceedings.

Katz, K., Kratcoski, A. (2004). Teacher-student interactions in a ubiquitous computing environment: Learning within dyads & triads of interaction. *The Journal of The Research Center for Educational Technology*, (1), Accessible at <http://www.rcetj.org>

Kratcoski, A. & Katz, K.B. (1998). Conversing with young learners in the classroom. *Young Children* , 30-33.

Kratcoski, A. (1998). Guidelines for using portfolios in assessment and evaluation. *Language, Speech, & Hearing Services in the Schools*, (29), 120-129.

Kratcoski, A. & Blosser, J. (1997). A framework for determining appropriate service delivery options. *Language, Speech, & Hearing Services in the Schools*, (28), 99-107.

Kratcoski, A. (1994). Ohio standards reform: Implications for school-based speech-language pathologists. *Communication Matters*, (24), 1-3.

Manning A.L., Flexer, C., & Shackelford, L. (1992). Hearing as a basis for language intervention. *Hearsay*, (4), 23-25.

Manning, A.L. & Katz, K. (1991). Facilitating functional communication with echolalic language users. *Focus on Autistic Behavior*, (3), 1-8.

Manning, A.L. & Wray, D. (1990). Using figurative language in the classroom. *Teaching Exceptional Children*, (22), 18-22.

Manning, A.L. & Katz, K. (1989). Language learning patterns in echolalic children. *Child Language, Teaching, and Therapy*, (5), 249-260.

Book Chapters

Swan, K., Schenker, J., Kratcoski, A., & van 't Hooft, M. (2010). Interactive whiteboards and student achievement. In M. Thomas & E. C. Schmid (Eds.), *Interactive whiteboards for education and training: Emerging technologies and applications* (pp. 131-143). Hershey, PA: IGI Global.

Schenker, J., Kratcoski, A., Lin, Y., Swan, K., & van 't Hooft, M. (2007) *Researching ubiquity: Ways to capture it all*. In M. van 't Hooft & K. Swan (Eds.), *Ubiquitous computing in education: Invisible technology, visible impact* (pp. 167-186). Mahwah, NJ: Lawrence Erlbaum & Associates.

Swan, K., Kratcoski, A., Schenker, J. & Cook, D. (2007). The ubiquitous computing classroom: a glimpse of the future today. *Ubiquitous computing in education: Invisible technology, visible impact*, (259-285). Mahwah, NJ: Lawrence Erlbaum & Associates.

Swan, K., Cook, D., Kratcoski, A., Lin, Y., Schenker, J. & van 't Hooft, M. A. H. (2006). Ubiquitous computing: Rethinking teaching, learning and technology integration. In S. Tettegah & R. Hunter (Eds.). *Education and Technology: Issues in Applications, Policy, and Administration* (pp. 231-252). New York: Elsevier.

Research Papers/Presentations

Kratcoski, A., McNeal, T., & Sanders, C. (2014). *Connecting at the Core: Using technology to inspire creativity within the Common Core*. Paper presentation at the annual NeoTech Conference, Kent, OH.

van 't Hooft, M., Swan, K., Vahey, P., Cook, D., Kratcoski, A., Rafanan, K., Stanford, T., & Yarnall, L. (2011). *Thinking With Data revisited: An investigation into why the approach works*. Paper presentation at the Annual Meeting of the American Educational Research Association, New Orleans, LA.

Swan K., van 't Hooft, M., Kratcoski, A., Vahey, P., Rafanan, K., & Yarnall, L., & Cook, D. (2010). *Exploring the Efficacy of a Cross-Curricular Application of the Preparation for Future Learning Framework*. Paper presentation at the Annual Meeting of the American Educational Research Association, Denver, CO.

Vahey, P., Cook, D., Kratcoski, A., Rafanan, K., Swan, K., van 't Hooft, M., & Yarnall, L. (2010). *Fostering Data Literacy across the Curriculum: An Interdisciplinary Approach*. Paper presentation at the Annual Meeting of the American Educational Research Association for the 2010 annual meeting, Denver, CO.

Vahey, P., Rafanan, K., Swan, K., van 't Hooft, M., Kratcoski, A., Stanford, T. (2010). *A Cross-Disciplinary Approach to Proportionality and Data Literacy*. Paper presented at the Research pre-session of the Annual Meeting of the National Council of Teachers of Mathematics, San Diego, CA.

van 't Hooft, M., Kratcoski, A., Swan K., Vahey, P., Cook, D., Rafanan, K., & Yarnall, L. (2010). *Preliminary Results from the Thinking With Data Project: A Cross-Curricular Approach to Data Literacy Education*. Paper presentation at the Annual Meeting of the American Educational Research Association for the 2010 annual meeting, Denver, CO.

Swan, K., Kratcoski, A., Schenker, J., & van 't Hooft, M. (2009) *Interactive whiteboards and student achievement: Practices that enhance efficacy*. Paper presentation at the Annual Meeting of the American Educational Research Association, San Diego, CA.

Swan, K., Vahey, P., Kratcoski, A., van 't Hooft, M., Rafanan, K., & Yarnall, L. (2009). *Challenges to Cross-Disciplinary Curricula: Data Literacy and Divergent Disciplinary Perspectives*. Paper presentation at the Annual Meeting of the American Educational Research Association, San Diego, CA.

Swan, K., van 't Hooft, M., Kratcoski, A. & Koptur, E. (July 2008). *Using technology to Think with Data across the curriculum*. Presentation at the 2008 NECC Conference, San Antonio, TX.

Swan, K., Schenker, J., & Kratcoski, A.. (June 2008) *Interactive whiteboards and student achievement*. Budapest: World Conference on Educational Multimedia, Hypermedia & Telecommunications (ED-MEDIA 2008).

Kratcoski, A., Swan, K., Mazzer, P., & Kelly, J. (2008). *Teacher technology mentors*. Paper presentation at the Annual Meeting of the American Educational Research Association, New York City, New York.

van 't Hooft, M., Kratcoski, A., & Swan, K. (2008). *Using technology to think with data across the curriculum*. Session Presentation at the 2008 eTech Ohio Educational Technology Conference, Columbus, OH.

Kratcoski, A., Swan, K., van 't Hooft, M., & Schenker, J. (2007). *Teaching and learning in a ubiquitous computing environment*. Paper presentation at the Annual Meeting of the American Educational Research Association, Chicago, IL.

Swan, K., van 't Hooft, M., Kratcoski, A., Schenker, J. (2007). *Technology support for whole class engagement in learning*. Paper presentation at the Annual Meeting of the American Educational Research Association, Chicago, IL.

Swan, K., Campbell, D., Kratcoski, A., & Miller, D. (April 2006). *Technology support for whole group engagement*. Paper presentation at the Annual Meeting of the American Educational Research Association, San Francisco, CA.

Swan, K., van 't Hooft, M., Cook, D., Kratcoski, A., Schenker, J., & Lin, Y. (April 2006). *Rethinking teaching and learning within a ubiquitous computing framework*. Paper presentation at the Annual Meeting of the American Educational Research Association, San Francisco, CA.

Swan, K., Kratcoski, A., Mazzer, P. & Schenker, J. (October, 2005). Situated professional development in a ubiquitous computing classroom. Orlando, FL: 2005 AECT Convention.

Swan, K., Kratcoski, A., Lin, Y., Schenker, J. & van 't Hooft, M. (October, 2005). The changing nature of learning in a ubiquitous computing classroom. Orlando, FL: 2005 AECT Convention.

van 't Hooft, M., Swan, K., Kratcoski, A. & Unger, D. (October, 2005). Uses and effects of mobile computing in K-8 classrooms. Orlando, FL: 2005 AECT Convention.

Swan, K., van 't Hooft, M., Kratcoski, A. & Unger, D. (October, 2005). Access means impact: handheld devices for student learning. Cape Town, South Africa: mLearn: 4th World Conference on mLearning.

Swan, K., van 't Hooft, M., Kratcoski, A., Schenker, J. & Lin, Y-M. (June/July, 2005) "Exploring the Changing Nature of Teaching and Learning in a Ubiquitous Computing Classroom." Montreal: World Conference on Educational Multimedia, Hypermedia & Telecommunications (ED-MEDIA 2005).

Swan, K., Mazzer, P., Kratcoski, A., Schenker, J. & Lin, Y-M. (June/July, 2005) "Situated Professional Development in a Ubiquitous Computing Classroom." Montreal: World Conference on Educational Multimedia, Hypermedia & Telecommunications (ED-MEDIA 2005).

Swan, K., van 't Hooft, M., Kratcoski, A. & Unger, D. (April, 2005) "A Preliminary Study of the Uses and Effects of Mobile Computing Devices in K-8 Classrooms." Montreal: Annual Meeting of the American Educational Research Association.

Swan, K., Kratcoski, A., van 't Hooft, M., Unger, D. (2005). A Preliminary Study of the Uses and Effects of Mobile Computing Devices in K-8 Classrooms. Paper presented at the Annual Convention of the American Educational Research Association, Montreal, Quebec.

Swan, K., Kratcoski, A., van 't Hooft, M. (2005). Exploring the Changing Nature of Teaching and Learning in a Ubiquitous Computing Classroom. Paper presented at the Annual Convention of the American Educational Research Association, Montreal, Quebec.

Katz, K., Kratcoski, A., & Lin, Y. (2005). Examining Interactions in Ubiquitous Computing Environments. Paper presented at the Sixth Annual Conference of the Research Center for Educational Technology, Kent, Ohio.

Katz, K. & Kratcoski, A. (2005). Classroom Interaction in a Ubiquitous Computing Environment. Paper presented at the annual meeting of the Ohio Speech and Hearing Association, Columbus, Ohio.

Swan, K., Kratcoski, A. & van 't Hooft, M. (February, 2005) "Teaching and Learning in a Ubiquitous Computing Classroom." Columbus, OH: SchoolNet.

Swan, K., Cook, D., Diaz, S., Kratcoski, A., Juliana, M., van 't Hooft, M. (2004). Representations, Conceptualizations, and Use: Modeling the Effects of Technology on Learning. Paper presented at the Annual Convention of the American Educational Research Association, San Diego, California.

Swan, K., Kratcoski, A., Katz, K., van 't, Hooft, M., Juliana, M. (2003). Exploring a Theoretical Model of Student Learning in Technology-rich Classrooms. Paper presented at the Annual Convention of the Midwestern Educational Research Association, Columbus, Ohio.

Katz, K.B. & Kratcoski, A. (2003). Classroom Discourse in a Technology-rich Environment: Teacher Language Use. Paper presented at the Annual Convention of the American Speech-Language-Hearing Association, Chicago, Illinois.

Diaz, S. & Kratcoski, A. (2003). Evaluating Technology Programs. Paper presented at the Ohio SchoolNet Technology Conference, Columbus, Ohio.

Kratcoski, A. & Katz, K.B. (2003). Classroom Discourse in Technology-Rich Settings: An Examination of Teacher Language Use. Paper presented at the Annual Conference of the Research Center for Educational Technology, Kent, Ohio.

Kratcoski, A. (2002). Lessons Learned: Findings of the Evaluation of Ohio's Technology Literacy Challenge Fund-Raising the Bar at the Middle Grades. Paper presented at the Ohio SchoolNet Technology Conference, Columbus, Ohio.

Kratcoski, A. (2002). An Examination of The Impact of Technology on the Authentic and Intellectual Complexity of Student Work. Paper presented at the Annual Conference of the Research Center for Educational Technology, Kent, Ohio.

Kratcoski, A. & McNeal, T. (1999). Firing-up Student Learning by Burning CDRoms. Paper presented at the Annual Convention of the National Educational Computing Conference, Atlantic City, New Jersey.

Chaboudy, R., Jameson, P., Kratcoski, A., Milford, L., Novack, T. (1999). Student Portfolios: It's Electric! Paper presented at the Annual Convention of the National Educational Computing Conference, Atlantic City, New Jersey.

Blosser, J., & Kratcoski, A. (1994). Implementing Alternative Models of Service Delivery. Short course presented at the Annual Convention of the American Speech-Language-Hearing Association, New Orleans, LA.

Manning, A. (1992). Teacher Language Use in Early Childhood Special Education Classrooms. Paper presented at the Annual Convention of the Ohio Speech-Language-Hearing Association, Cincinnati, Ohio.

Manning, A., & Coleman, L. (1992). Classroom-based Service Delivery Models. Paper presented at the Annual Convention of the Ohio Speech-Language-Hearing Association, Cincinnati, Ohio.

Flexer, C., Shackelford, L., & Manning, A. (1991). Facilitating Speech and Language in Infants and Toddlers with Down Syndrome: Input Precedes Output. Paper presented at the Annual Convention of the Ohio Association for persons with Severe Handicaps, Columbus, Ohio.

Savage, H., Caswell, S., Manning, a., & Wilcox, M.J. (1990). Assessing Caregiver-Child Interaction. Paper presented at the Annual Convention of the American Speech-Language-Hearing Association, Seattle, Washington.

Shackelford, L., Manning, A., & Flexer, C. (1990). Communication Programming for Children with Down Syndrome. Paper presented at the Annual Convention of the Ohio Speech-Language-Hearing Association, Toledo, Ohio.

Manning, A., & Katz, K. (1989). The Use of Peers in Language Intervention. Paper presented at the Annual Convention of the American Speech-Language-Hearing Association, St. Louis, Missouri.

Manning, A. (1989). Functional Communication Programming with At-Risk Infants and Toddlers. Paper presented at the Annual Convention of the Division for Early Childhood Education of the Council for Exceptional Children, Minneapolis, Minnesota.

Manning, A., Bess, M., Minnich, A., & Werstler, W. (1989). Classroom programming for Early Communication Skills. Paper presented at the Annual Convention of the Ohio Association for persons with Severe Handicaps, Columbus, Ohio.

Manning, A. (1988). A Dyadic focus to Infant-Toddler Communication Intervention. Paper presented at the Annual Convention of the American Speech-Language-Hearing Association, Boston, MA.

Manning, A., & Katz, K. (1988). Language Learning Patterns of the Echolalic Child. Paper presented at the Annual Convention of the American Speech-Language-Hearing Association, Boston, MA.

Manning, A., & Katz, K. (1987). Patterns in Language Learning for the Echolalic Child: From Gestalt to Analytic. Paper presented at the Annual Convention of the Ohio Speech-Language-Hearing Association, Cleveland, Ohio.

Manning, A., & Wray, D. (1987). Issues in the Development and Intervention of Figurative Language. Miniseminar presented at the Annual Convention of the Ohio Federation Council for Exceptional Children, Columbus, Ohio.

Katz, K., & Manning, A. (1986). The Embedding of Social Interaction within Traditional Language Intervention. Paper presented at the Annual Convention of the Ohio Speech-Language-Hearing Association, Columbus, Ohio.

Manning, A., & Wray, D. (1986). The Development of Verbal Humor in Children. Paper presented at the Annual Convention of the Council for Exceptional Children, Chicago, IL.

Wray, D., & Manning, A. (1986). The Development of Figurative Language Skills in Children. Miniseminar presented at the Annual Convention of the Council for Exceptional Children, Chicago, IL.

Manning, A., Baumgarner, J., & Blosser, J. (1985). Intervention Procedures for the Hyperlexic Child: A Case Study. Paper presented at the Annual Convention of the American Speech-Language-Hearing Association, Washington, D.C.

Professional Service

Project Team, American Speech Language Hearing Association (ASHA) "Advancing Academic Research Career" awarded to Susan Groghan-Johnson, 2013-2014

Reviewer, The Journal of the Research Center for Educational Technology, 2004-2013

Reviewer, The British Journal of Educational Technology, 2012

Member, Summit-Portage-Medina Curriculum Directors Network, 1995-2000; 2010-present

Editorial Board, Journal of Childhood Communication Disorders, 1993-1996

Editorial Board, Journal of Childhood Communication Disorders, 1993-1996

Editorial Board, Journal of the Ohio Speech & Hearing Association, 1992-1996

Governing Board, Ohio Coalition for the Education of Children with Disabilities, 1993-1996

Chair, School Affairs Committee, Ohio Speech & Hearing Association, 1992-1995

Chair, Ad Hoc Committee on Third-Party contracting, OSHA, 1992-1994

Member, Planning Committee for Ohio's Special Education Standards, 1992-1995

Legislative Council Representative, Ohio Speech & Hearing Association, 1991-1993

President, Akron Regional Speech, Language & Hearing Association, 1993-1994

Program Chair, Akron Regional Speech, Language & Hearing Association, 1992-1993

Secretary, Akron Regional Speech, Language & Hearing Association, 1991-1992

University Representative, Akron Regional Speech, Language & Hearing Assoc, 1991-1992

Outreach/Community Service

Member, Advisory Committee, Cleveland Municipal High School for Digital Arts

Member, NeoTech Conference Planning Committee, 2012-present

Member, Advisory Board, Bio-Med Science Academy, 2012-present

Member, Steering Committee Kent City Schools Five Year Strategic Planning Steering Committee

Member, 2012-2013 Member, Steering Committee, Bio-Med Science Academy, 2011-13

Honors/Recognition

Outstanding paper award for Swan, K., van 't Hooft, M., Kratcoski, A., Schenker, J., & Miller, D. (June 2007). Technology support for whole class engagement in learning. ED-MEDIA World Conference on Educational Multimedia, Hypermedia, and Telecommunications. Vancouver, Canada.

Phi Delta Kappa

Kent State University Doctoral Research Fellowship

David B. Smith Graduate Honorarium

Honors, National Student Speech-Language-Hearing Association

Pi Lambda Theta

Omicron Delta Kappa

Kappa Delta Pi