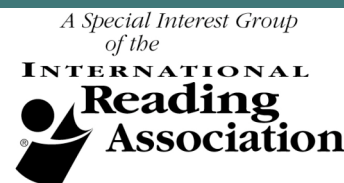


April 2008  
Volume 2, Issue 1

# TILE-SIG



*Technology in Literacy Education Special Interest Group*

## ***Special Interest Articles:***

- **Digital Listening Centers** by Scott Ritter
- **Digital Storytelling for K-2 Students** by Deborah Kozdras & James Welsh
- **Using Google Earth and Google Lit Trips in Your Classroom** by Jill Castek



## ***Regular Features:***

Online Tools	2
Conference Reviews	3
Stories From the Field	4
Free Resources	5
Classroom Blog Watch	5
More Online Tools	6
TILE-SIG IRA Session	7
New TILE-SIG Wiki	8
Coming Soon	9



## Welcome message from the TILE-SIG Chair

Greetings TILE-SIG Members!

I am thrilled to share with you the TILE-SIG's 2<sup>nd</sup> issue of our electronic newsletter! Enclosed are three new articles chock full of tips and ideas for integrating literacy and technology in your classroom instruction. You will also find a link to our new TILE-SIG Wikispace and highlights of both the Technology and Literacy Preconference Session scheduled for Sunday, May 4 and our regular TILE-SIG session held on May 7 at this year's annual IRA conference in Atlanta, Georgia!

If you have not yet joined our SIG, we highly encourage you to do so before April 30 so we can increase our enrollment and earn a longer time-slot at the 2009 Annual Convention in Minneapolis. We currently have 75 members and are 25 members away from this year's membership goal. The registration fee has been waived if you register before April 30, 2008 so be sure to check out the requirements listed on page 9 and encourage your colleagues to join as well! Together, we can work to develop a collaborative group of literacy professionals striving to effectively prepare our students for life in the 21<sup>st</sup> Century. We look forward to seeing you in Atlanta, and have a wonderful end to your school year!

☺ *Julie Coiro*

Chair, TILE-SIG 2007-08

## TILE-SIG 2007-2008 Committee Members

**Julie Coiro**, Chair, University of Rhode Island, [jcoiro@mail.uri.edu](mailto:jcoiro@mail.uri.edu)

**Elizabeth Dobler**, Secretary, Emporia State University, [edobler@emporia.edu](mailto:edobler@emporia.edu)

**Denise Johnson**, College of William & Mary, [cdjohn@wm.edu](mailto:cdjohn@wm.edu)

**Deborah Kozdras**, University of South Florida, [demikoz@aol.com](mailto:demikoz@aol.com)

**Janice Freisen**, Barton Creek Elementary School, [janice@jfriesen.net](mailto:janice@jfriesen.net)

**Jill Castek**, University of California - Berkeley, [jill.castek@sbc.global.net](mailto:jill.castek@sbc.global.net)

**Erica Boling**, Rutgers University, [ecboling@rci.rutgers.edu](mailto:ecboling@rci.rutgers.edu)

## Online Tools for Literacy and Learning

### Digital Listening Centers by Scott Ritter



*MP3 audio files "have allowed great flexibility for each child to read new and interesting titles... and naturally, many of them love to listen to themselves read each time they have the opportunity."*

Over the past few years, the push to create meaningful literacy centers in the classroom to use during guided reading has noticeably increased. As a classroom teacher in a building that has been under the Reading First grant for some time, I have been exposed to a lot of different ideas on how to effectively manage these centers. I have learned, through a significant amount of trial and error, that literacy centers work best in my classroom when the children have varying activities to participate in, and find those activities to be stimulating and worthwhile.

I have always tried to incorporate technology in multiple forms into my literacy centers, although at times that has been rather difficult. Children undoubtedly enjoy using technology, but how best to use it in a meaningful and effective way? I had been frustrated in attempts to create a listening center, by using audio CD's and a centralized CD/cassette player consisting of multiple headphone jacks. While I felt there was some inherent value involved with following along to text while it was delivered by a fluent reader, the management issues involved always left me well short of satisfied.

The idea for creating a digital listening center came about while listening to my personal iPod one morning – I realized that the relative simplicity of the device, ability to hold a vast array of recordings, and sheer portability would eliminate nearly all of the drawbacks to my previous listening center. Fortunately, I was able to qualify for a grant through our local school fund, and for less than \$500, purchased 4 mp3 players.

By using provided audio CD recordings of our adopted reading curriculum, plus audio CD's from our local library, I was able to initially load well over 50 titles onto each mp3 player and acquire accompanying texts before introducing them to the class. The students were predictably enthusiastic

about using the devices, and each child received individual time to practice finding selections, controlling volume, playing/pausing, plugging in headphones, and other simple features. When students use the devices at the center, they are allowed to self-select the text, provided they follow along as it is being read into the headphones. As time has progressed, I have incorporated the use of Audacity software and a microphone, and now at the conclusion of each book we read during guided reading, a student reads the text, converts it to an mp3 recording, and it is downloaded into the mp3 player and added to the center along with a copy of the text. This has allowed great flexibility for each child to read new and interesting titles each time they visit the digital listening center, and naturally, many of them love to listen to themselves read each time they have the opportunity.

The mp3 players have also provided value outside of the centers, however. For struggling readers, they can take the mp3 players home at night to listen to text from our reading series multiple times, if needed. At parent-teacher conferences, I can use the devices to allow parents to hear their child read a text both at grade level, and on their child's level. My Spanish-speaking students have added books in their own language to the library, making for a more culturally aware environment. As I grow more and more comfortable using them, new ideas seem to emerge on a consistent basis – I am excited about this relatively new addition to my classroom, and encourage other interested colleagues to explore this possibility for their own students.

*Scott is a third grade teacher at Scott Technology Magnet School in Topeka Kansas. He can be reached at [sritter@topeka.k12.ks.us](mailto:sritter@topeka.k12.ks.us)*



## Conference Reviews by Janice Friesen

*Janice is a Campus Technology Coordinator at Barton Creek Elementary School in Austin, Texas. She can be reached at [Janice@jfriesen.net](mailto:Janice@jfriesen.net)*



### Technology, Reading, and Learning Differences Conference (TRLD)

The TRLD (Technology, Reading and Learning Difficulties) Conference was held in San Francisco, California on January 24<sup>th</sup>-26<sup>th</sup>. In the words of Goldilocks this conference is "Just right"! It is just the right size. This year the attendance was somewhere around 600-700 people. It is all held in one hotel (The Hyatt Regency) and it is enjoyable and not overwhelming. It is also the right length. The main conference runs from Thursday evening when the exhibit hall opened and there were vendor sessions to Saturday about noon. In between there were sessions on all sorts of topics which with the goal of improving literacy instruction. Attendees go away with practical ideas that they can implement right away and also with a chance to learn about and try out new and existing software aimed at differentiated literacy instruction. Some of my favorite sessions this year included:

- ❑ **Word Q and Speak Q:** This was software that was new to me and so I was glad to see it demonstrated. I dislike being a "market" for a vendor, but this was a session where I felt no pressure, but learned about the background of the developers of this software and about some of its strengths. SpeakQ is especially interesting because it records student speech and turns it into text. In the session several people talked about the difficulty of using Dragon Speech Recognition software with younger students and SpeakQ seems to be a terrific solution.
- ❑ **Digital Storytelling:** Sarah Kajder spoke right from her experience as a classroom teacher using Digital Storytelling to teach literacy. She gave practical suggestions about how to implement this in the classroom as well as sharing true stories about her own experience doing it in the lab because she only has one or two old computers in her classroom. She emphasized the importance of storytelling over the technology and I went away feeling like it was a powerful way to teach.
- ❑ **New Research from The New Literacies Research Team:** Don Leu gave a keynote with colleagues Jill Castek and Lisa Zawilinski entitled "How Reading Comprehension Has Changed While We Weren't Looking". They shared significant new research that is being done on how student learning has changed because of the Internet and new technologies. Each year these sessions are how I keep tied in to research in this area. I find it fascinating and it applies directly to how I work with students in my school. I now look at students working on the Internet differently and I am much more aware of the ways that they interact with information on the screen.
- ❑ **David Warlick:** Sessions by one of the premier thinkers in the Educational Technology field are another reason to attend this conference. David talked about Internet safety, Web 2.0 and the Flat World in several sessions.

There were a multitude of other sessions - there were sessions about Wikis, iPhoto and Comic Life, UDL, RTI, blogging, Internet research, Kurtzweil, and so many other things. I attended this conference with a Special Ed teacher from my school. We came away with rich resources for thinking about and helping our district to make decisions about literacy instruction. I recommend the conference to anyone! Handouts are available for most of the sessions at <http://www.trld.com/sessions/sessionhandout.html>

### Upcoming Technology in Education Conferences

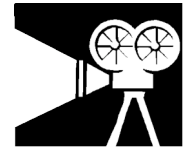
- **National Educational Computing Conference (NECC)** June 29-July 22, 2008 in San Antonio, Texas (Presented by International Society for Technology in Education) – Register at <http://center.uoregon.edu/ISTE/NECC2008/>
- **Mid-American Association for Computers in Education (MACE)** July 23-25, 2008 in Bonner Springs, Kansas: A Conference For Educators By Educators. Register at <http://mace-ks.org/mticonference.htm>
- **Campus Technology 2008** July 28-31, 2008 in Boston, Massachusetts. Integrating the Internet into Higher Education. Register at <http://campustechnology.com/mcv/events/conference/Summer08/>





## Stories from the Field

Digital Storytelling for K-2 Students by Deborah Kozdras & James



Recent improvements in video editing software (i.e. iMovie, MovieMaker) as well as the increased familiarity with slideshow presentation tools (i.e. PowerPoint, Keynote) provide many other opportunities for multimedia communication. Cameras and video-editing software are becoming widely available in homes and schools. Whether one calls the projects digital storytelling, digital video experiences, DV tasks, or DV projects, digital editing is being used in many classrooms to support and extend learning. While digital editing is finding its way into the classroom, most projects involve middle and high school students. Digital storytelling, however, also provides an excellent opportunity for teachers to incorporate digital and media literacy into the Shared Writing experience with young children.

Banaszewski (2005) defined digital storytelling as "the practice of combining personal narrative with multimedia to produce a short autobiographical movie" (p. viii). Ohler (2008) further defines digital storytelling to also include a wide variety of narratives, including, but not limited to: personal stories, fictional narratives, digital videos, art stories, remixes, factual narratives, and music videos. Banaszewski (2005) noted the actual "story process" provides challenges to teachers because it "demands a combination of creative writing, basic film conventions, visual and media literacy, as well as the technical facility with the technology" (p. viii). Digital storytelling offers the opportunity for much more than increased technology skills; it offers the ability to represent voices and practice multiple literacies.

One of the authors has created a variety of lesson plans for ReadWriteThink that incorporate digital storytelling and editing into the process. For example, in *Creating a Class Pattern Book With Popular Culture Characters*, ([http://www.readwritethink.org/lessons/lesson\\_view.asp?id=1010](http://www.readwritethink.org/lessons/lesson_view.asp?id=1010)) K-2 students read and become familiar with a pattern book and then create a class digital pattern book through Shared Writing. They bring in their favorite popular culture characters and take photos of the characters in various locations. Once the photos have been stored on a computer, the students participate in a shared writing session, during which they write their pattern sentences and make decisions about video editing processes such as screen transitions, font color/shape, panning and zooming across the photo, and story sequence.

In a second lesson for grades 1-3, *Taking Photos of Curious George: Exploring Character Through Images*, (<http://www.readwritethink.org/>

[lessons/lesson\\_view.asp?id=986](http://www.readwritethink.org/lessons/lesson_view.asp?id=986)), students explore a familiar character (in this case Curious George) using books, websites, and a graphic organizer. Then they extend their knowledge by imagining what would happen if Curious George came to school. Knowing the character traits of the funny monkey, students place him in a variety of poses and situations and work together to create a class digital book.

In a third lesson for K-2 students, *Shared Experienced, Individual Impressions: Buddies Create PowerPoint Stories*, ([http://www.readwritethink.org/lessons/lesson\\_view.asp?id=1053](http://www.readwritethink.org/lessons/lesson_view.asp?id=1053)), children work with older computer buddies in grades 3-5 to document a field trip. During the trip, they photograph significant shots. Then they record their initial impressions of what happened. In the computer lab, they participate in Language Experience Approach that combines digital and media literacies. Children work with older buddies to choose significant photos and write the accompanying text in PowerPoint. They also use effects and transitions to enhance the story experience.

All of these lessons include step-by-step directions as well as instruction sheets on how to use various applications (Windows MovieMaker, PhotoStory, PowerPoint) to complete the activities. They also include evaluation sheets, many of which include media literacy outcomes (i.e. use of transitions, use of font color/size/type, use of motion) to create meaning.

The visual nature of these lessons adds to the appeal. Children love to see themselves on screen; they enjoy taking meaningful photos and seeing the results. A self-taken photo is a natural starting ground for an oral story, which is translated into on-screen text. So, what are you waiting for? Lights, camera, action...

Banaszewski, (2005). *Digital storytelling: Supporting digital literacy in grades 4-12*. Available [www.teachstory.org](http://www.teachstory.org)

Ohler, J. (2008). *Digital storytelling in the classroom: New media pathways to literacy, learning, and creativity*. Thousand Oaks, CA: Corwin Press.

*Deborah and James are both doctoral students at the University of South Florida. Deborah can be reached at [demikoz@aol.com](mailto:demikoz@aol.com) and James at [jlwelsh@coedu.usf.edu](mailto:jlwelsh@coedu.usf.edu)*



## Digital Resources to Keep You In the Loop



### Free Digital Literacy Resources

- **Route 21** <http://www.21stcenturyskills.org/route21/index.php> - This online interactive tool aligns with the Partnership for 21<sup>st</sup> Century Skills Framework. It is a continually growing database of resources that demonstrates how 21<sup>st</sup> century skills and knowledge development can be supported through standards, professional development, assessments, curriculum, and instruction.
- **The Official Kid's Portal for the U.S. Government** <http://www.kids.gov/> is an incredible up-to-date database that links to over 1,200 web resources from government agencies, schools, and educational organizations – all geared to the learning level and interest of kids. Links are organized for Grades K-5, Grades 6-8 and Educators and points students and teachers to some of the best educational websites on the Internet.
- **Free-Reading Net** <http://www.freereading.net/> is an "open source" instructional program designed to help teachers teach early reading. It contains a growing scope and sequence of activities that can support and supplement an early reading program. The state of Florida recently adopted this resource as an approved reading curriculum in their schools.
- **The Center for Implementing Technology in Education** <http://www.cited.org/index.aspx> includes a Moving Forward with Technology Webinar Series, a technology matrix of assistive technology supports, an online research center, and a Learning Center with "Learning in Brief" articles for guidance on specific topics from the research literature.

### Spring 2008 TILE-SIG Educational Blog Watch

#### Rachel Boyd's Room 9 at Nelson Central School in New Zealand

<http://room9nelsoncentral.blogspot.com/>

Rachel Boyd, the creator of this blog series, is a primary school teacher of 5-7 year olds in Nelson, New Zealand. Her classroom blog chronicles the literacy development of her students and provides a window into their reflections on a range of learning experiences, their exploration with digital photography skills and writing for different purposes, and their thoughts about classroom life from their perspective. You can also link from her blog to their class podcasts, wiki, collection of Flickr photos, and lists of collaborative classroom buddies to begin to understand the benefits students gain through the integrated use of information and communication technologies. Visit her Blogger homepage to access the entire classroom blog series from 2007 and 2008 at <http://www.blogger.com/profile/13408201645278558848>

## More Online Tools for Literacy and Learning

Extending literature responses by encouraging the exploration of Google Earth's three-dimensional annotated maps of the world

by Jill Castek



Great books take us to new places, spark our imagination, and make it possible to experience the world in new ways. **Google Earth** ([http://www.google.com/educators/p\\_earth.html](http://www.google.com/educators/p_earth.html)) is an interactive geography tool that brings the settings in our favorite books alive. This innovative new technology lets teachers transport their students around the world to show them firsthand the places their favorite characters have explored. Along the way readers visit place mark descriptions of the towns where history was made and better understand the incredible journeys portrayed in books. The plot of many stories is enhanced by this knowledge because readers are able to visualize and better appreciate these voyages. Google Earth, used in conjunction with reading experiences, encourages higher order thinking skills such as interpreting, analyzing, comparing and explaining. These skills are important to geography and social studies as well as literacy.

To learn about Google Earth's easy to use features, download the **free program** (<http://download.earth.googlepages.com/>) and explore the **Google Earth tutorial** (<http://earth.google.com/tour/>). Most educators begin by locating their school. You'll be amazed how Google Earth shows a worldview and then quickly zooms in on your continent, country, state, and region, arriving ultimately at your school and surrounding neighborhood.

Once you have a general sense of the tool, visit **Google Earth 101 for Educators** [http://www.teachinghacks.com/wiki/index.php?title=Google\\_Earth\\_101\\_for\\_Educators](http://www.teachinghacks.com/wiki/index.php?title=Google_Earth_101_for_Educators)). This free site offers a series of screen casts and help sheets that introduce you to the wide-array of Google Earth features. Visit the **Curriculum Ideas** link for a list of teaching ideas organized by grade level. **Google Earth Lessons** (<http://www.gelessons.com/>) contains free resources such as Seven Wonders of the World, A Time Zone Travel Experience, Personal Heritage and Migration, and Sir Francis Drake's Circumnavigation of the World. You can visit **Google Earth for Teachers** (<http://techchicktips.net/wiki/tiki-index.php?page=Google+Earth+for+Teachers>) to

find other great lessons, ideas, and resources for using Google Earth with your students. In addition, **Google Earth Blog** ([http://www.gearthblog.com/blog/archives/2006/08/back\\_to\\_school.html](http://www.gearthblog.com/blog/archives/2006/08/back_to_school.html)) and **Google Earth Education Community** (<http://edweb.tusd.k12.az.us/dherring/ge/googleearth.htm>) contain sections that address literature connections.

### Google Lit Trips

Google Lit Trips (<http://web.mac.com/jburg/GoogleLit/Home.html>) are virtual expeditions created by teachers and their students for use in classrooms. These free resources offer a unique reading experience that pairs the exploration of geography with great literature. Readers will enjoy visualizing scenes and activating their imaginations as texts come to life in full-color imagery. Google Lit Trips enhance popular stories at all grade levels by taking students on a new form of a road trip. Resources are organized into four grade bands ranging from kindergarten to higher education.

For an orientation to Google Lit Trips, watch a step-by-step **video introduction on Teacher Tube** ([http://www.teachertube.com/view\\_video.php?viewkey=ef3e9154a4257edcb80b](http://www.teachertube.com/view_video.php?viewkey=ef3e9154a4257edcb80b)). Then, explore the trips that accompany the literature at your grade level. Once you see how easy it is, you'll be inspired to create your own trip! Ready-to-use resources paired with age-appropriate books are being added to Google Lit Trip's regularly. Follow the grade level links to locate lessons favorites such as *Make Way for Ducklings* for elementary students, *The Sisterhood of the Traveling Pants* and *My Brother Sam Is Dead* for middle school readers, and *The Grapes of Wrath* for high school students.

You can also learn how other teachers have integrated these powerful resources across the curriculum by visiting **Google Lit Trips Tips** at [http://web.mac.com/jburg/GoogleLit/Lit\\_Trip\\_Tips.html](http://web.mac.com/jburg/GoogleLit/Lit_Trip_Tips.html). Here, you'll also find tips for assessing skills learned during lit trips and resources for building your own trip. Through these opportunities, your students gain valuable experiences with the new technologies that are revolutionizing the way we think about our world and our place in it.

*Jill is a researcher at University of California-Berkeley. She can be reached at [jill.castek@sbcglobal.net](mailto:jill.castek@sbcglobal.net)*

## TILE-SIG Session at IRA Annual Conference

At the IRA conference in Atlanta, Georgia, plan to attend the TILE-SIG presentations on Tuesday, May 6 from 10:45-12:00 at the Georgia World Congress Center, B405. All members are encouraged to bring along a colleague to learn more about our SIG. At the beginning of the session, we will announce the winner of the 2008 Computers in Reading Research Award.

This year's presenters will include:

- **Dr. Bridget Dalton**, from Vanderbilt University and winner of the 2007 Computers in Reading Research Award, will present "*Read, See, Hear, Connect, Create: A Universal Design Multimedia Approach to Building Vocabulary*".
- **Dr. Michael Putman**, from Ball State University, will share his work in a talk titled "*Sounding Out: Using Podcasts in the Classroom*"

**TILE-SIG Planning Session:** Also at the IRA Conference, the TILE-SIG will hold a planning session, and all are invited. We will meet on Wednesday, May 7 at 11:00 in the Omni Hotel in the Redwood Room. If you cannot attend IRA, but would like to become more involved in the SIG, just contact any of the members of the planning committee, listed on page 1 of this newsletter.

**When will the TILE-SIG Meet in 2009?** You may have noticed that IRA is hosting two conferences in 2009, one in Phoenix in February and one in Minneapolis in May. The TILE-SIG session and planning meeting will be held at the Minneapolis conference in 2009.

**Interested in presenting at the TILE-SIG 2009?** We are currently seeking proposals from either researchers or classroom teachers to present at the 2009 TILE-SIG meeting in Minneapolis. If you have an exciting project to share with our members, please email a one-page description of your project and how you would share your ideas in a 30-minute presentation to Julie Coiro at [jcoiro@snet.net](mailto:jcoiro@snet.net). The deadline for proposals is May 12, 2008.

## TILE-SIG Membership Update

Currently, we have 75 registered members. The number of members we have is important, because the amount of time the TILE SIG receives on the IRA Conference program is based on the previous year's membership totals. Our goal is to have over 100 members so we can move to a longer time slot for the 2009 conference program. *Only individuals who are members of IRA are eligible to be members of the TILE SIG.* Each spring, membership must be renewed and IRA membership numbers and expiration dates must be verified.

Please help us reach our membership goal of 100 members by sending in your registration request to [edobler@emporia.edu](mailto:edobler@emporia.edu) before April 30, 2008. Be sure to share news about our membership drive with your colleagues as well and invite them to join IRA and our SIG.



**Membership  
Update**



## Attend the Pre-Conference Institute # 14 at IRA

### *Technology Tools to Engage ALL Learners in Literacy*

It's not too late to register for the all-day Preconference Institute sponsored by IRA's Technology, Communication, and Literacy Committee. The Institute will be held on Sunday, May 4, 2009 from 9:00 AM to 5:00 PM in the Georgia World Congress Center, B402. Register online at <http://www.reading.org>



#### Featured presentations include:

- Renee Hobbs, *Approaches to Teacher Education in Media Literacy*
- Rachel Karchmer-Klein & Kristin Najera, *Reflecting on the Ways Electronic Concept Mapping Software Can Support Students' Writing*
- Elizabeth Dobler, *Reading on the Internet: Strategies for Success*
- Bridget Dalton, *Scaffolded Digital Composing: Moving from Bells & Whistles to Rich Multimedia Expression*
- Michael Putman, *Using Podcasts to Enhance Spelling and Vocabulary Development.*
- Anne Burke & Jennifer Ruswell, *Learning by Design: A Cross Cultural Study of Multimodal Learning Practices*
- Mark Condon & Colin Harrison, *Using Digital Publication to Promote Community Literacy*
- Jill Castek, *Engaging all learners in the new literacies of online reading comprehension: Putting into practice what works*
- Gary Moorman, *Appalachian State University*
- Thomas DeVere Wolsey, *San Diego State University*



## NEW TILE-SIG WIKI



We are pleased to announce the unveiling of our newest online resource, the **TILE-SIG Wikispace**, located at <http://tilesig.wikispaces.com/>

This wikispace is designed to put TILE-SIG members in touch with the latest resources in technology and literacy integration while inviting you to network with others and add to our online collection. The wiki currently links you to information about classroom instruction, research, TILE-SIG award winners, newsletter archives, and conference updates. If you would like to join the wikispace and make your own contributions, just click on "Join this space" and get started! If you have questions or would like to have a role in helping to maintain and update this space, please contact Julie Coiro at [jcoiro@snet.net](mailto:jcoiro@snet.net)



*Technology in  
Literacy Education  
Special Interest  
Group*

**TILE-SIG**



## Coming soon in the Summer 2008 issue

- Featured summaries of the IRA 2008 TILE-SIG Conference Presentations in Atlanta, Georgia.
- Announcement of the IRA 2008 TILE-SIG Research Award Winner
- Continued efforts to develop a team of IRA members interested in serving as liaisons of the TILE-SIG to each state or local reading association. Please contact Elizabeth Dobler if you are interested in becoming a TILE-SIG liaison.

## Seeking Your Ideas & Contributions

A big thanks to everyone who contributed to this second edition of the TILE-SIG newsletter. Just a year ago, this newsletter was just an idea, and now it's a reality due to the hard work of our contributing writers. We greatly appreciate the authors who have generously shared their time and ideas. Soon we will be gearing up for the summer edition of the newsletter. If you are interested in writing an article or reviewing a book, please contact Elizabeth Dobler at [edobler@emporia.edu](mailto:edobler@emporia.edu) or Julie Coiro at [jcoiro@snet.net](mailto:jcoiro@snet.net). You may have noticed that the writing style of the newsletter is relatively informal and we are always looking for teaching activities and classroom research to share with our members. Please consider sharing your ideas with others.

## About Our Organization...

The Technology in Literacy Education SIG is a special interest group of the International Reading Association (IRA). The purpose of the group is to bring together members of IRA who are interested in literacy and technology.

Each year at the IRA Conference, the TILE SIG hosts an annual meeting and presentation session. The length of this session varies from 1½ hours to 3 hours, depending on the number of members we have in the SIG. Various members share information and teaching ideas in the areas of literacy and technology. Also a TILE SIG business meeting is held at IRA. All members, or those interested in joining, are welcome to attend the business meeting. For 2008, we will meet on Wednesday, May 7 at 11:00 in the Omni Hotel in the Redwood Room. We look forward to seeing some new faces!

Anyone who is a member of IRA can join the TILE SIG simply by sending the following information to Elizabeth Dobler, the membership chair at [edobler@emporia.edu](mailto:edobler@emporia.edu): name, mailing address, email address, IRA membership number and expiration date. Please note: you MUST be a member of IRA to join the TILE-SIG and we cannot register you without your IRA membership number. Thank you!

