

9th Wingate Seminar Technologies for Collaborative Learning

Seminar Programme



World ORT



Educating for Life

7th - 11th April 2008



Welcome to the 9th World ORT Wingate Seminar. The subject of this year's seminar is 'New Technologies for Collaborative Learning', an essential topic in today's constantly advancing technology in education and which has a direct impact on the efficacy of learning.

World ORT focuses upon both the teaching of technology and the implementation of new technologies in the classroom to facilitate learning and development. Children today have access to and enjoy using a wide range of technologies. Collaboration is well suited to project-based learning and the introduction of collaborative technologies into the classroom through the use of a variety of media, including interactive whiteboards provides teachers with the necessary tools, methods and knowledge to enhance both the teaching and the learning process. During the course of this seminar you will discover some of the latest collaborative learning methodologies and you will have the opportunity to develop skills and techniques enabling you to implement the use of technology and collaborative learning within your own classrooms.

It is my belief that, on your return home, you will share your experience of the seminar and the knowledge you have gained with your colleagues and students. By communicating all you have learnt from the seminar to others, you will enable more people to benefit and, in turn, further ORT's educational goals.

I wish you a productive, inspiring and enjoyable week and continued success in your careers.

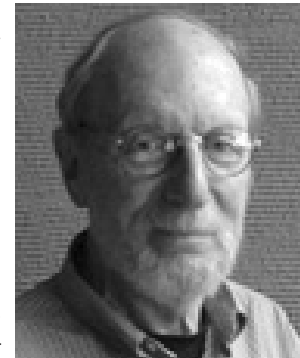
Robert Singer
Director General, World ORT



Professor David Wingate

This is not the first time that I have had the pleasure and privilege of welcoming the delegates to the ORT Wingate Seminar on behalf of the Trustees of the Harold Hyam Wingate Foundation. Facing, once again, a cohort of individuals dedicated to delivering education, I am again conscious of my lack of expertise in the field. The title of 'Professor' is somewhat meretricious; the truth is that a 'Professor' may lack both competence and interest in teaching. Indeed, such expertise that I possess is in the field of postgraduate education.

It is therefore a pleasure on this occasion to be supported by Professor Robert Cassen, my fellow Trustee and lifelong (more than 50 years) friend. In the University of Oxford, he is Emeritus Professor of the Economics of Development and Emeritus Fellow of St Anthony's College; now he is Visiting Professor at the London School of Economics (LSE), where he has carried out a ground-breaking study on Education and Social Exclusion in the UK. His contribution to education was recognised in the 2008 New Year Honours List, when he was awarded the Order of the British Empire (OBE). His latest study is a reminder that social exclusion is not only a product of ethnic or religious discrimination; it happens within apparently cohesive communities.



Professor Robert Cassen

ORT was created to educate the socially excluded Jews in Russia, but I - and the Wingate family - have been appreciative of the efforts of ORT to reach out, across the world, to those who have been denied education because of social exclusion, irrespective of faith or ethnicity. You are indeed welcome to a working week in my home city of London.

David Wingate
Emeritus Professor of Gastrointestinal Science, Queen Mary, University of London



9th World ORT Wingate Seminar
New Technologies for Collaborative Learning
7th—11th April 2008

Monday 7th—Regents Room

- 9:15 - 10:45 [Welcome Session at ORT House](#)
- David Wingate
Robert Singer, Director General, World ORT
Vlad Lerner, Head of Education & Technology, World ORT
Judah Harstein presenting the history of ORT
- 10:45 - 11:00 [Coffee Break](#)
- 11:00 - 12:30 [Understanding and developing pedagogical strategies for using interactive whiteboards to support classroom learning](#)
- Dr. Sara Henessy, Cambridge University, UK
- 12:30 - 13:00 [Break](#)
- 13:00 - 14:00 [Lunch](#)
- 14:00 - 15:30 [Pedagogy for collaborative learning with ICT: lessons from research and future possibilities](#)
- Dr. Mary Webb, Kings' College London, UK
- 15:30 - 15:45 [Coffee Break](#)
- 15:45 - 16:15 [And What is an Interactive Classroom?](#)
- Dalit Avigad, Kadoorie Comprehensive School, Israel
- 16:15 - 16:45 [Using Technology for Collaboration in Project-based Learning Methods](#)
- Irina Lukina, School 550 St. Petersburg, Russia
- 16:45 - 17:10 [New Training Environments: Games and 3D](#)
- Olivier Tasetti, ORT France, France
- 19:30 [Welcome Dinner](#)
- Reubens Restaurant, Baker Street

Tuesday 8th—Media Lab

- 09:15 - 09:45 [Developing Collaborative Projects on the eLanguages Portal](#)
Dimitar Dimitrov, 134 Dimcho Debelyanov School, Bulgaria
- 09:45 - 10:15 [Using ICT in Small Group Collaboration in Hebrew Classes](#)
Ilya Lerer, ORT Moscow Tech. School, Russia
- 10:15 - 10:45 [FIRST Robotics Competition 2008](#)
Anat Ezer, Misgav High School, Israel
- 10:45 - 11:00 [Coffee Break](#)
- 11:00 - 12:30 [Engaging all learners with Activstudio](#)
Peter Lambert, Promethean, UK
- 12:30 - 13:00 [Break](#)
- 13:00 - 14:00 [Lunch](#)
- 14:00 - 15:30 [Workshop: Innovative technologies to support collaborative learning](#)
Dr. Mary Ulicsak, Futurelab, UK
- 15:30 - 15:45 [Break](#)
- 15:45 - 17:15 Workshop continues

Free Evening

Wednesday 9th—Media Lab

09:15 - 09:45 [Collaborative Learning in Architecture and Landscape Design in High School](#)

Tetania Lukianchuk, ORT Kiev Tech. Lyceum, Ukraine

09:45 - 10:15 [Building Cloudware Applications in a Smart Class Setting](#)

Eran Waxman, Hillel Community Day School, USA

10:15 - 10:45 [Distance Teaching and Learning](#)

Hosain Salami, Hurfiesh High School, Israel

10:45 - 11:00 [Coffee Break](#)

11:00 - 12:30 [The SPORE developmental approach to IWB use in schools](#)

Dave Miller, Keele University, UK

13:00 - 14:00 [Lunch](#)

14:00 - 15:00 [Workshop: Collaborative learning with Wikis](#)

Helen Walmsley, Staffordshire University, UK

15:00 - 15:15 [Coffee Break](#)

15:15 - 17:15 [Workshop continues](#)

19:30 [Theatre Visit](#)

Musical: Chicago

Thursday 10th— London Tour and outside visit

- | | |
|-------------|--------------------------------------|
| 09:00-12:30 | Outside Visit |
| 12:30-14:00 | Lunch |
| 14:00-18:00 | Coach Tour of London |
| 18:00 | Visit to an English Pub for a drink |

Friday 11th—Regents Room

09:15 - 10:45 [Group Lessons—Preparation](#)

10:45 - 11:00 [Coffee Break](#)

11:00 - 13:00 [Group Lessons—Presentation](#)

13:00 - 14:00 [Lunch](#)

14:00 [Closing Session](#)

Wingate Seminar
Guest Speakers

Sara Hennessy

Lecturer in Teacher Development and Pedagogical Innovation
Faculty of Education, University of Cambridge, UK

Since gaining her PhD in Psychology at University College London in 1986, Sara has accumulated extensive experience in conducting educational research, initially based at the Open University. Most of her work focuses on using technology to support subject teaching and learning in UK secondary schools (www.educ.cam.ac.uk/research/projects/istl). The research has an emphasis on understanding and developing pedagogy and on working with teachers. Sara is an inaugural member of the inter-institutional “Interactive Whiteboards Pedagogy Research Group” and is currently exploring ‘dialogic teaching’ with the interactive whiteboard (IWB). She has also taught research methodology at postgraduate level and currently teaches on a new distance learning MEd course in Science Education using a ‘blended learning’ approach.



Developing pedagogical strategies for interactive whiteboards to support classroom learning

This presentation describes the outcomes of the T-MEDIA project: Teacher Mediation of Subject Learning with ICT: A Multimedia Approach. Video-based case studies were carried out with four UK secondary teachers (English, Mathematics, Science and History). Teacher and researcher perspectives on making successful use of IWBs were integrated through a collaborative process of video review and thematic coding using a socio-cultural theoretical framework. The emerging pedagogical strategies are embodied in a set of illustrative multimedia CD-ROMs. These include video clips of classroom practice, commentary and points for discussion, aiming to stimulate thinking and debate about effective and alternative approaches. Examples illustrate themes such as shared knowledge building through collective annotation on the IWB.

Seminar participants will be invited to explore the resources and built-in professional development activities for themselves.

Mary Webb

Senior Lecturer, IT in Education and Director, secondary PGCE ICT course
King's College London, UK



Mary Webb is Senior Lecturer in Information Technology in Education at King's College London and Director of the secondary PGCE ICT course. Mary has developed and researched the use of ICT in learning and teaching since computers first appeared in schools and has taught ICT and Science in secondary schools and all subjects in primary schools. Prior to joining King's Mary provided advice and professional development on ICT for schools in Hertfordshire and co-ordinated the Modus Project, developing software and curriculum materials for schools. Her current research interests include pedagogy with ICT, professional development of teachers in the use of ICT, use of computer-mediated-communication for Teacher Education, computer based modelling and formative assessment. She is co-author of *ICT Inside the Black Box* (2007).

Pedagogy for collaborative learning with ICT - lessons from research and future possibilities?

Research in schools has demonstrated that working at improving the teacher-student interaction through formative assessment (often now referred to as assessment for learning) and particularly focusing on feedback can catalyze changes in both the teacher's role and those adopted by that teacher's students.

In the light of recent developments in technology that enable mobile learning or ubiquitous learning this lecture will review recent research in assessment for learning, draw on a review of ICT pedagogy and our experience of working with schools to develop formative assessment practice and the use of ICT.

Through a range of examples of classroom practice this session will examine how the "assessment for learning philosophy" together with affordances provided by a range of new technologies is developing new pedagogical approaches now and could evolve in future.

Peter Lambert

Solutions Specialist
Promethean, UK

Based at Promethean's UK office in Blackburn, Peter has had 21 years teaching experience prior to joining the company. He taught in a Blackburn secondary school for 12 years before lecturing at Blackburn FE college for nine years. In 1994 he moved into IT working as an IT Development manager for the college during which time he became passionate about resource based learning in IT, he delivered seminars and workshops on the subject at NILTA and ETL conferences. He also delivered seminars for IBM.

Peter was Promethean's first employee, joining the company in 1996. He has been responsible for the direction of software development and a product "evangelist", promoting the benefits of the Promethean solution in the UK and overseas.

Engaging all learners with Activstudio

Using Activstudio software and the integrated student response system, Peter will illustrate cross curricula examples of best practice using the components of the Activclassroom. Starting from basics and progressing through to advanced skills the presentation will attempt to pack in as many teaching techniques as time will allow. There will be an opportunity for "hands-on" for participants.

This presentation would be suitable for those wishing to find out more about the possibilities for interactive whiteboard usage in the classroom, coupled with the use of learner response systems for more than just summative assessment.



Mary Ulicsak

Futurelab, UK

Dr Mary Ulicsak conducts prototype research and evaluation of digital technologies for learning within the UK at Futurelab. Futurelab is a not-for-profit organisation that develops innovative resources and practices that support new approaches to learning for the 21st century. At Futurelab Mary's projects have included looking at supporting collaboration while developing scientific enquiry skills. In addition to prototype work she has worked on the European I-Curriculum programme determining what key skills we need to be digitally literate, and more recently on the Teaching with Games project looking at how commercial games can be implemented within a school setting. Her current role is on the Beyond Current Horizons programme, where she is responsible for stakeholder events as well as working on the public debates and online consultation tools.



Workshop: Innovative technologies to support collaborative learning

In this workshop Mary will look at some of the work that Futurelab has prototyped or observed that supports collaboration between school students. This will include software designed to support collaboration and how commercial games have been used in classrooms with the intention of supporting students work together. The Create-a-scape software will then be shown, followed by a discussion of how it could support collaboration in the classroom. The mediascapes created using this software are composed of sounds, images and video placed onto a map of the area; these are accessed on a PDA and triggered according to the location using a GPS unit. The participants will then have a chance to create and try out their own and their colleagues' mediascapes in small groups.

David Miller

Senior Lecturer, Education Department
Keele University, UK

Dave Miller works at Keele University in Staffordshire and leads the Keele University interactive whiteboard research team. He has led this team for the last eight years and regularly delivers research seminars in both the UK and world-wide. As well as his research work he has developed and delivered professional development workshops in mathematics in schools in England and internationally. He has an extensive list of publications which have been published in professional, management and academic journals. He has also developed and written secondary mathematics materials, some of which have been designed to be used on interactive whiteboards. He will be leading the Sharing Experience Group "The Interactive Whiteboard in the Mathematics Classroom" at the 11th International Conference in Mathematics Education at Monterrey, Mexico.

The SPORE developmental approach to IWB use in schools

In this talk I will consider how interactive whiteboards have been introduced into schools in the UK and provide advice on essential factors to take into account when introducing interactive whiteboards into schools or departments. I will briefly examine research on impact and achievement. I will look at the Skills, Pedagogy, Opportunity, Reflection and Evolution (SPORE) developmental approach to interactive whiteboard use. I will then provide examples of interactive whiteboard use and look at the features that make them successful with learners.



Helen Walmsley

E-Learning Models Co-ordinator
Staffordshire University, UK

Helen is currently the E-Learning Models Co-ordinator at Staffordshire University. This project, running since 2006, involves creating Best Practice Models for E-learning based on research and making them available to practitioners in an online community of practice. The models include a wide range of e-learning topics including online discussions, e-assessment and online collaboration tools. Members of the online community of practice are able to review the models, case studies and resources as well as engage in online forums and seminars.

Previously, Helen worked as an e-learning advisor with the JISC Regional Support Centre for the Northwest offering pedagogic as well as practical support for FE institutions around the Northwest on planning, creating, delivering and managing E-learning. Prior to this she worked at Preston College both as ILT Manager, teacher trainer and English teacher.

Workshop: Using wikis for collaborative learning

Wikis are online web-pages that anyone can edit, much like Wikipedia. This session will introduce you to wikis and show you how online collaborative writing and creation can inspire and engage your students. The session will include a presentation on Wikis and several group collaboration activities to explore teaching and learning with wikis. You will be introduced to a Best Practice Model for wikis and consider how this can be used when planning and creating your own wiki to use with your students.

There will also be a demonstration of the Best Practice Models for E-learning Online Community where you can share ideas about using wikis and other technologies. This session is aimed at those with little or no experience of using wikis, but who are comfortable using word-processing software and the Internet.



Wingate Seminar Participants

Roberto Arrieta

Chief of operations
ORT Mexico

Roberto Arrieta obtained his first degree at the National University of Mexico in industrial engineering. In 1996 he began to study theology at the San Vincente de Paul School and went on to masters study of Christian social doctrine to research how doctrine affects civil democracy.

While following his theological studies, Roberto also coordinated study programmes and counselled students at the Vistahermosa High School with the objective to promote human values to the students and teachers through the elaboration of study programs and field projects.

After completing his master degree in 2002 Roberto worked as a strategic support coordinator for a technical consultancy working on AJAX web developments.

Since August 2005 Roberto has been charge of the operations ORT Mexico where his role includes execution of training programs and innovative educational and technological projects.



Dalit Avigad

Chemistry Department Co-ordinator and Teacher
Kadoorie Comprehensive School, Israel

Since 1987 Dalit Avigad has been teaching and fulfilling managerial functions. Dalit's completed her first degree in biology in Haifa University and completed her graduate studies in the education in technology and science in the Technion.

Since 1993 Dalit has been the chemistry coordinator in Kadoorie school, a colleague in the experimental staff of the school and an instructor of chemistry teachers in the North County of Israel.

In 2004 Dalit was awarded a national award for the distinguished teacher on behalf of the Israeli Society for Chemistry. Since 2007 Dalit has also lead the excellence program in Kadoori school.

In February 2008, Dalit lead the first interactive lesson in the classroom which was inaugurated as part of the computerization project sponsored by the World ORT in Israel. The opening ceremony, held in Kadoorie School of Galilee, was attended by the Professor Yuli Tamir, Minister of Education of the State of Israel and the heads of World ORT.

And what is an interactive classroom?

How it is different from a classroom equipped with computers that we are familiar with? This presentation will demonstrate the underlying educational concepts that complement the technological equipment.

She will explain how the school decided to implement the change, introducing the concept to teachers of various academic subjects in a way which would minimize antagonism. Ms Avigad changed the way she prepared her lessons and will talk about the advantages her students gained. Despite the fact that the project has only just begun the teachers, students and parents are all very enthusiastic about it.



Aviva Berkowitz

High-school teacher
Shifman high-school, Tirat-Carmel, Israel

Mrs Berkovitz teaches History and Civics studies at the Shifman high-school. As part of her work she prepares students for matriculation examinations in these topics. Mrs Berkovitz is responsible for the professional development activities for Shifman's teachers, and also leads the school's steering committee for defining the pedagogical and organizational procedures. Prior to joining Shifman Mrs Berkovitz worked as a teacher at the Leo-Beck and Ort high-schools in Haifa, Israel. Mrs Berkovitz received her B.A. in History of the Middle East from the Haifa University.



Dimitar Dimitrov

English Teacher

134 'Dimcho Debelyanov' Secondary School, Sofia, Bulgaria

Dimitar Dimitrov double-majored in English and Bulgarian languages and graduated in 1995. Afterwards, he was awarded the teacher's diploma, allowing him to teach English language and literature as well as Bulgarian language and literature at both primary and secondary levels. After his graduation he was appointed a position at The Foreign Language School in Shumen and spent the next twelve years in teaching English language and British and American literature.

The Dimcho Debelyanov School's curriculum focuses upon three specialties: Hebrew, English, and computer studies and has all the modern technology and resources to assure a solid base in each of the three core components of the curriculum. However, the transition from a more traditional way of teaching to a student-centered, computer-based learning is a long and difficult process. Fortunately, the school's administration is encouraging these changes in the curriculum and he is involved in an innovative teachers' program called ICT in Education. The objectives of the program include creating, sourcing and using dynamic digital content, using appropriate web tools, and internet literacy, as well as ICT-based collaboration between UK and Bulgarian teachers.

Developing collaborative projects on the eLanguages portal

The presentation will be designed to acquaint the audience with eLanguages as an online collaborative programme enabling you to work in partnership with other teachers internationally, share authentic resources and create reusable curriculum-relevant projects which you can present to the world. It will also point out why teachers use the program and demonstrate what an eLanguage project looks like, how a good elanguages project can be developed and review a project developed by myself as part of my work on the 'ICT in Education' project run by The British Council in Bulgaria.



Anat Ezer

Science and Technology coordinator and Teacher
Misgav High School, Israel

Anat Ezer has taught at the Misgav High School for 16 years holding various positions including coordination of computer mediated communication (CMC). While acting as CMC coordinator, the school's internet site was built and computers became an integral part of lessons. In order to achieve this, teachers were trained in-school, along with the most computer literate children who helped build the school site.

She received her B.A. in biology and obtained her teaching diploma from the University of Haifa in 1990. In 2006 she completed her M.A. from the University of Tel Aviv in Life Science Education, Patterns of Students Usage on Websites Course. Today Anat is serving as the Science and Technology Coordinator for 7th-9th grades, CMC coordinator and is a member of the school pedagogic committee. Anat also coordinates the Innovations in Science and Technology programme for World ORT in which she investigates ways to further integrate computing technology into the curricula.

***FIRST* Robotics Competition 2008**

FIRST (For Inspiration and Recognition of Science and Technology) is an organization that develops ways to inspire students in engineering and technology fields. First operates the First Robotics Competition (FRC) where students show off their robot after all the hard work and compete against one another.

Each team builds a robot that will complete the new mission with the help of teachers and a few mentors during a period of approximately six weeks. Little can be taught in a classroom the way they are taught by FIRST. Also, FIRST emphasizes the students' obligation their surrounding community and in fact the most prestigious award in the largest competition run by the organization is given for communal activities.



Ilya Lerer

Head of Hebrew department
Moscow Technology ORT School 1299

Since 1998 Ilya has worked at Moscow Technology ORT School 1299 where he is a Hebrew and Jewish History teacher. He completed his BA studies at Touro College in the field of Jewish studies, also graduated from Chaim Herzog Institute and Lookstein Centre, Bar-Ilan University, Israel. Ilya also has a diploma of Judaica high courses in Moscow state University, Moscow.

Ilya has been a Hebrew and Jewish history teacher and lecturer at high courses of Jewish Studies Department in Moscow State University, Ulpan of Israeli Cultural Center and Touro College. Also Ilya is a co-author of many Hebrew textbooks for local students in Russia and various pedagogical competitions winner.

Using ICT in Small Group Collaboration in Hebrew Class

ICT applications in humanities classes are very common nowadays, especially in Jewish Studies. In Russia the problem of inclusion of students with emotional, psychological and other distortions into a regular classes is getting more and more acute. It requires educational technologies oriented on class work in small groups, in which these students feel more comfortable and where it is easier to communicate in Hebrew. ICT and small groups enable students to socialize, develop their creativity, apply knowledge and skills acquired in technology, computer science and design classes. To make small group-work more effective it is very important to compose groups in a right way considering their learning styles, psychological peculiarities, special needs. ICT equipment provided by ORT is of great help in this goal.



Tetiana Lukianchuk

IT teacher
ORT Technology centre
Kiev Technology lyceum

Since 2002 Tetiana has worked at the ORT Technology centre and she is the IT teacher of the Kiev Technology lyceum.

She graduated at Lutsk State University in West Ukraine in Geography and Biology. She has a wealth of experience teaching in high-schools in Lutsk and Kiev in IT, computer graphics, architecture and landscape design and Jewish arts and crafts.

She takes an active part in all ORT education programs. Her students have taken an active part in various Olympiads and competitions in IT and art subjects and have won many prizes.

Collaborative Learning in Architecture and Landscape Design in high school.

Teaching and studying of architecture and landscape design in high school presupposes the high education level of students.

The students must have enough knowledge and training on core and IT subjects. In every group there are leaders in different subjects. The leaders can easily communicate with schoolmates because they understand their study problems.

Collaborative solutions to problems during execution of projects give excellent learning results. Tetiana will present several aspects of peer-mentoring, collaboration, project-based work and know-how's of teaching in the context of architecture and landscape design.



Irina Lukina

Deputy Director
School #550, St.Petersburg, Russia

Irina Lukina was born in Leningrad, Russia, in April, 11th, 1965. In 1988 she graduated from the Pedagogical University and since 1988 she has been teaching.

In 1996 Irina Lukina joined the staff of ORT-school. For more than ten years she has been a Deputy Director of school and has been in charge of teaching process. Irina took an active part in both school and ORT activities, including home and international seminars, conferences, presentations. Her activity is closely connected with new IT technologies, which she introduces in the teaching process. Her particular interest is project-oriented learning. She eagerly shares her experience with her colleagues. Some of the articles written by Irina Lukina were published in different cities of Russia and Ukrain.

Irina Lukina took part in the National Project of Russia "Education" and won the Grant of the President.

Using Technology for Collaboration in Project-based Learning Methods

One of the ways to use IT in the process of education is in project-based learning. The idea of project-based learning is not new but the staff of the school treat projects as independent creative activities of pupils from initial ideas to final results. With such activities the role of a teacher changes: the teacher stops being a transmitter of knowledge and becomes a collaborator with students as a member of the group and as a group-leader or consultant. Collaboration of teachers and pupils is very important as it develops responsibility, tolerance and teaches pupils to work in a team.

During the last two years the teachers of the school have widely used IWB in their lessons. We use IWB to teach maths, history, science, and foreign languages. Teaching experience is shared with colleagues from other educational establishments in the city.



Daniela Momigliano

Architect and Teacher of Technical Drawing and History of Art
Jewish School of Milan

Daniela Momigliano has taught Drawing and History of Art in the Liceo Scientifico of the Jewish School of Milan since 1987. During her first years as a teacher, she worked as assistant to the Architecture chair of the Liceo Artistico in Varese.

Her current course is attended by students between 14 and 19 years of age, whom she prepares for possible further studies in architectural design. The subject matter includes a theoretical syllabus centred on the history of Art and Architecture from ancient Greece to present times, accompanied by a practical syllabus focused on technical drawing using traditional paper-based methods.

The practical syllabus is very important for the understanding of spatial concepts; through manipulation of architectural compositions, cross-sections, axonometric projections, perspectives and the theory of shadows, the student learns about volumetric ratios and the relation of man with his environment. The observation and study of art through the centuries enrich the student's knowledge of the design and realisation techniques as well as the cultural environment in which the artists lived.

Having always been interested in developing in her students curiosity about the real world and a passion for beauty, Daniela sees new technologies as instruments which could further the development of their creativity.



Zohar Nir Levy

Geography Teacher
Shaar HaNegev, Israel

Zohar Nir Levy is currently a teacher at Shaar HaNegev High School, located near Gaza, in Israel.

Zohar Nir Levy was born in Israel. She is married to Avi, and they have three sons. Their ages are 8, 13 and 18 years old. For the past 12 years they have lived on Kibbutz Gevim. Kibbutz Gevim is also located in close proximity to the Gaza Strip.

Zohar studied at Ben Gurion University where she obtained a B.A. and an M.A. in Geography and qualified as a teacher.

Since 1995 she has been a teacher at Shaar HaNegev High School. Zohar teaches geography to all the grades from the 8th grade, all the way through to the 12th grade, preparing students for matriculation at the highest level. Zohar is head of study strategies at the school, and she has also held the position of coordinator of the Senior High School. Her duties included organizing teachers, arranging study sessions and meetings for the staff.

She was involved with the team that developed an Interdisciplinary Plan for Science and Geography studies at the school. She was responsible for integrating the use of computers, at home and school, for both the teachers and the students.



Yuriy Peresyolkov

Computer science teacher
Technology Lyceum #9, Kharkov, Ukraine

In 2000 Yuriy graduated from V.N. Karazin Kharkiv National University, Department of Mechanics and Mathematics, Kharkiv, Ukraine (1995 - 2000). Since 2001 he has worked as the Technology Centre specialist at ORT Kharkiv. Since computer labs were installed in Jewish Community Centers Yuriy has delivered a range of adult courses. Some of the courses include an introduction to computers and the internet and a range of courses on using computer graphics and video editing applications.

In late 2005 Yuriy developed a set of teaching and learning materials for the e-learning distance course "Technology of DVD-Video disk mastering" at the request of ORT - Ukraine. He has also produced a course book, "Practical work with Adobe Photoshop" for ORT Ukraine.

Since September 2007 Yuriy has worked as a computer science teacher in the Technology Lyceum #9 in Kharkov where he teaches the computer science course and the ICT course for 10th and 11th grades.



Hosain Salami

Computer Science Teacher
Horfiesh Comprehensive high school, Israel

Hosain Salami is currently a computer science teacher with an orientation toward physics and recently took on a new role as computer instructor. Hosain is leading a continuing education program for teachers at his school in the assimilation of computer tools and technologies in teaching combined with the development of new learning methods.

Hosain has developed a syllabus and overall course structure, including weekly computer lab practical lessons in cryptography methods. World ORT donations to the school has allowed the school to move the learning process forward by improving the computer science labs, physics labs and implementing video conferencing.

Distance Teaching and Learning

Horfiesh High School is committed to planning and designing new teaching methods. The first steps in this process were to build a rich and interactive web site, and to take a part in a software engineering project called "*eSchool*". The website and the eSchool project's main objectives are in distance learning, allowing students to keep in contact with teachers outside school hours and have access to emails, resources, worksheets and exams. Teachers are also able to keep in contact with the students' parents to report their children's attendance, exams, grades, behaviors and so on.

In his presentation Hosain will present seven steps to achieving the schools objectives in extending the classroom.

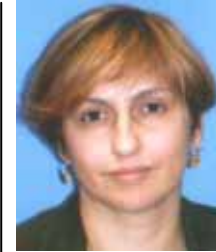


Smadar Sharvit

Seventh grade classes' manager & Physics teacher
Makif Alef High School, Be'er-Sheva, Israel

Smadar Sharvit is a qualified nuclear physicist with an MSc in Nuclear Engineering. She uses this enthusiasm for science in her as physics teacher and the seventh grade classes' manager at her school, Makif Alef high school, Be'er-Sheva.

With more than 10 years work experience as engineer in various rolls such as management of Training systems development and assimilation and supporting computerized training systems, writing and teaching courses in various technical subjects, Smadar has solid foundation for her role as science and physics teacher.



Anatoly Shperkh

Director of ORT-Menahem Computer Center, St. Petersburg
Teacher of computer science, Menahem school, St. Petersburg

Graduated in 1990 from Leningrad Polytechnical Institute. In 1999-2000, finished the course in the Melton Center at the Hebrew University in Jerusalem.

Since 1998 has worked at Menahem Day school in St. Petersburg. Since 1999, he developed integrated programs for the study of computer science, Jewish tradition and arts.

In 2000-2005, developed and supported distance education program for teachers of Jewish schools "Virtual Learning Community" in the Pedagogical Club "New Jewish school". He participated in the project "The Building Jewish World" (2002-2004) conducted by the Jewish Agency

Anatoly has also authored several educational projects including websites, wikis and books on several Jewish related subjects as well as a network community called "Scratch!" for teacher and pupils to create and publish their artistic creations on the web.



Olivier Tassetti

IT Manager
ORT France, Paris

Olivier Tassetti is IT manager for ORT France Paris since 2002. He is working in NTIC department with Dr Raphael Attias. His job is to handle e-learning systems in ORT France schools; he also works in research and development of new learning systems for Education and Training European Projects, he is in charge of technical partners' coordination and provides advice and support to the project team.

New Training environments: Games and 3D

The innovation and development department of ORT France has lead many European projects in education and training (the Socrates, Leonardo and IST Programs). This presentation will focus on new training environments and digital content in these projects: serious games and 3D platforms which are under research and development.



Eran Waxman

Hillel ORT Technical Coordinator
Hillel Community Day School, USA

Eran has some twelve years experience as technology director and system engineer in K-12 ORT academic multi-user environments. In his role as communications and technology systems integrator, Eran designs, integrates and implements IT infrastructures in complex multi-platform environments for 2000 users of 500 computers. As the technical coordinator, he is instrumental in the execution of both long and short term school-wide technology plans and ongoing IT projects. He has also been successful integrating technology into all levels of the curriculum at the Hillel Community Day School.



Building cloudware in a Smart Class setting.

Cloudware—also known as Software as a Service (SaaS)—becomes the norm in today's virtual computing era. As defined in Wired magazine's "Geekipedia," cloudware is software and services "that once would have run on a desktop operating system (but) now run in the cloud: the unbounded, evershifting, intangible collection of servers that make up the Internet."

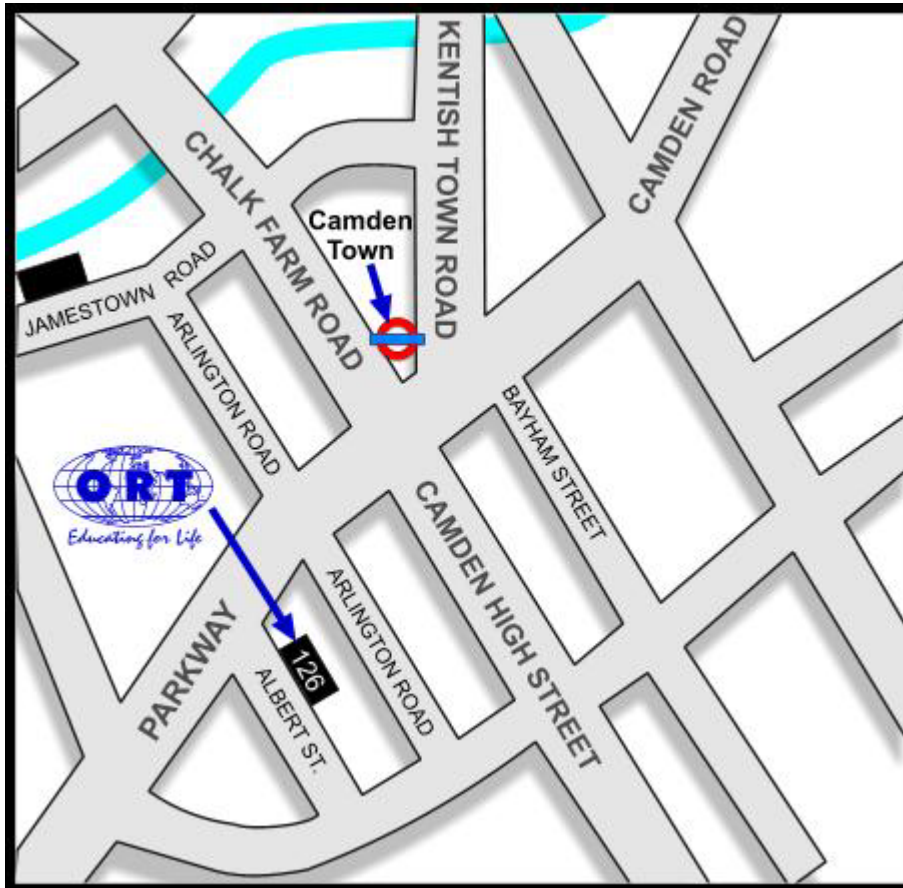
If cloudware could save you a lot of hassles at home or work, think of the implications in the classroom.

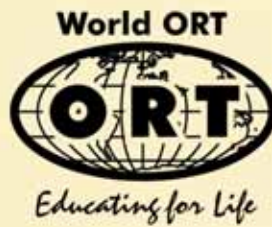
In this presentation Eran Waxman will demonstrate how it is possible today with cloudware to bridge to truly ubiquitous computing in schools. The presentation will include various techniques, which will demonstrate the use of Cloudware in a smart class environment in a middle school in the U.S.A - Math, Sciences, Social and Judaic Studies.

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Getting to ORT House





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