

## Take Part in a Virtual Community

Silicon Valley Education Foundation (SVEF) leverages partnerships and resources for public education to help students realize their full potential. Its newest program, **Lessonopoly.org**, uses technology to enhance teaching and learning to enhance the quality of available online educational materials and resources.

Created by teachers for teachers, Lessonopoly encourages a strong online community providing a space for teachers to share their expertise. Create and share lesson plans by following an easy-to-use lesson plan wizard or access more than 1,400 quality lesson plans in the lesson plan library, ranging from PowerPoint presentations to handouts, worksheets and video clips. Organize a powerful classroom Web site with features like a personal planner and a library to house lessons and materials from the site. Connect with other teachers and build online teacher communities. Learn more about this teacher community resource at <http://lessonopoly.org>.

## Adobe T3 Update

### Video Ventures

During the Adobe T3 Winter Institute in February, the KCI was abuzz with more than 25 teachers to learn digital storytelling and video production skills. Teachers edited and produced their own unique movies and left the institute full of ideas for implementing this new skill into their curricula. "Video is a wave of the future in education," said one primary grade teacher. "I can't wait to record

my math lessons to offer remedial help to my students." The KCI will be running the 2009 Adobe Summer Institute from July 27-Aug. 7. The two-week program will cover print, Internet and multimedia projects.

### Adobe T3 Progress Report

On March 18, the KCI's Adobe T3 team met with Michelle Mann, director of corporate social responsibility, and members of the Adobe Foundation to report on the program's benefit to teachers, administrators, paraprofessionals, support staff and students. The T3 Program is concluding its three-year grant cycle, and research has shown that 70 percent of participants have used technology in the classroom every day since taking part in the program. Sixty percent use T3 projects in the classroom with students every day, and 75 percent state that they plan to take additional T3 classes.

A recent program evaluator said, "I am thrilled to [have found the T3 Program] because I'm learning these products hands-on. I tried to learn from a book, but it has been helping me so much to come to these workshops and learn from excellent instructors."

For more information, e-mail Janet Davis at: [wadamrcl@sonic.net](mailto:wadamrcl@sonic.net).

### Non-Discrimination Statement

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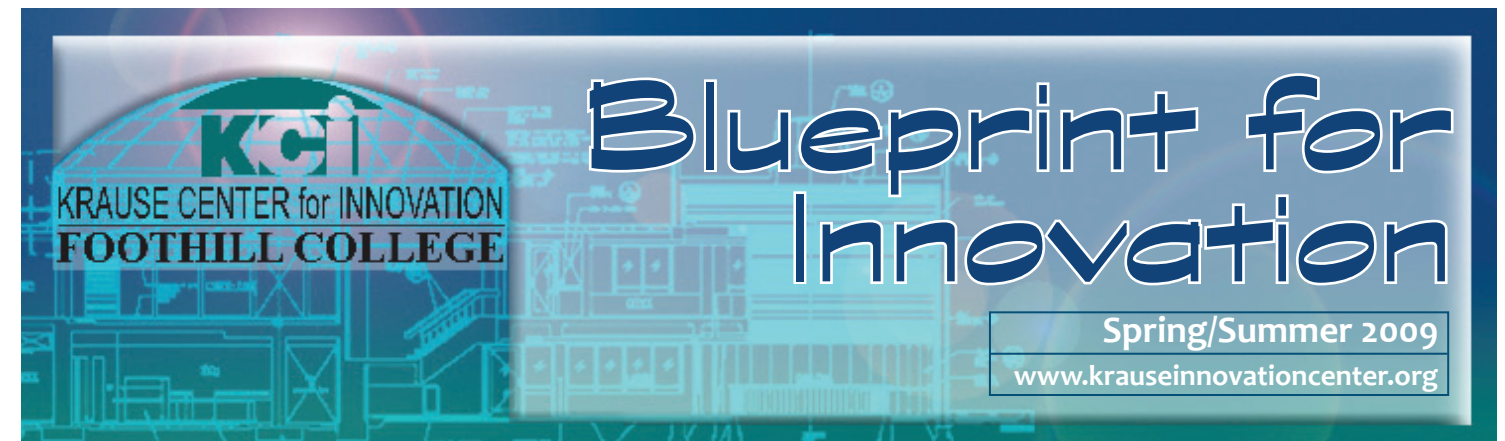
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## President Obama Nominates Martha J. Kanter for Under Secretary of Education

Recently, President Obama nominated Martha Kanter for the position of Under Secretary of Education. Kanter currently serves as Chancellor of the Foothill-De Anza Community College District, one of the largest community college districts in the country, serving more than 44,000 students. Prior to her tenure at De Anza College, Kanter served as Vice President of Instruction and Student Services at San Jose City College where she formerly worked as a teacher and created the school's first program for students with learning disabilities. Kanter also served as a Director, Dean and subsequently Vice Chancellor for Policy and Research of the California Community Colleges Chancellor's Office in Sacramento. Kanter earned her bachelor's degree from Brandeis University, a master's in education from Harvard University and a doctorate in organization and leadership from the University of San Francisco. Kanter has taught across the country and currently serves as National Chair of the Community College Advisory Panel of The College Board.

## Literacies for the 21st Century

President Obama recently said, "In a 21st-century world, where jobs can be shipped wherever there's an Internet connection, where a child born in Dallas is now competing with a child in New Delhi, where your best job qualification is not what you do, but what you know. Education is no longer just a pathway to opportunity and success—it's a prerequisite for success."

Bruce Chizen, former CEO of Adobe Systems, says American students desperately need 21st-century skills. In many other parts of the world, including developing nations, students are acquiring skills for the 21st century. More funding, better teacher training and greater access to technology are the keys to giving every student valuable 21st-century skills. Chizen says we must give all students access to computer laptops, which will help develop communication and writing skills. But most of all, says Linda Darling-Hammond, Ed.D, Stanford professor and leader of President Obama's Education Transition Team, the United States needs more intensive teacher development and an improved system of assessments. For the last eight years, says Darling-Hammond, schools have been moving away from critical skills, including math and science, while utilizing outdated knowledge. Schools need to update their teaching, with a focus on one-to-one computing, she says.

Sesame Workshop CEO Gary Knell says early childhood education is critical in our plans for educational improvement. Teacher training in technology is particularly important and there should be more dedicated research in the use of technology for learning. Educational funding is also a problem. California spends about \$7,000 per K-12 student while New Jersey and New York spend about \$11,000 per K-12 student. For schools to be successful in the technical landscape, they need broadband access, computers and mobile devices.

For more information about the KCI's role in teacher education, and how you can become involved, e-mail Gay Krause at [krausegay@foothill.edu](mailto:krausegay@foothill.edu).

## Merit Program at a Glance

MERIT is a one-year professional development program that focuses on the instructional technology needs of classroom teachers. Designed for teachers in grades 3 through 12, the program comprises 60 hours of intensive instruction during the summer and 24 hours of follow-up for instruction, mentoring and project development.

## Merit Teacher Profile

Interview with Travlyn Russell, 2008 Merit Program graduate:

### What did you learn in the Merit Program? How did you apply this in the classroom?

What I learned in the Merit Program was indispensable to me in helping me implement an almost completely digital world history curriculum for the Information Technology Academy at Irvington High School. I also helped influence a major change in our 10th-grade United Nations project because I learned how to use Google Earth at Merit. Now our 10th graders create multimedia Google Earth tours of their country instead of drawing a map.

### Describe your project.

My project is a video podcast focused on one World War II battle. The students choose a battle and then create a report from one side's point of view. There are four elements to the podcast: a personality profile, an op-ed, a field report and a commercial.

### What were the students' responses to what you learned in the Merit Program?

Overwhelmingly positive. My students love using so much technology, especially because

**“KCI is the single best professional development of my 11-year teaching career.”**

they are learning new things and learning to use what they already know in new ways.

### What are your next steps?

My next step is to keep creating curriculum. Additionally, my real next step is to complete my Merit requirements.

## Merit 2009 Teacher Selection

There are 46 new Merit teachers this year representing the following Bay Area schools:

| Elementary Schools | Middle Schools      | Henry Gunn           |
|--------------------|---------------------|----------------------|
| Bullis Charter     | Ann Sobrato         | Lincoln              |
| Gardner Bullis     | Borel               | Lynbrook             |
| Mariano Castr      | Buchser             | Milpitas             |
| Cesar Chavez       | Central             | Palo Alto            |
| Crestmoor          | Clyde L. Fisher     | Presentation         |
| El Toro            | Columbia            | Prospect             |
| Laneview           | Graham              | Saratoga             |
| James McEntee      | Hyde                | Silver Creek         |
| George Miner       | Ida Price           | Tennyson             |
| Montebello         | John Muir           | Willow Glen          |
| Paul Revere        | Lawson              |                      |
| Schafer Park       | Morrill             | <b>Other Schools</b> |
| Scott Lane         |                     | Pinewood             |
| Sherman Oaks       | <b>High Schools</b> |                      |
| St. Patrick        | Aragon              |                      |
| Toyon              | Capuchino           |                      |
| Joseph Weller      | Carlmont            |                      |
| Woodside           | Fremont             |                      |

## Carnegie Foundation at the KCI

On the evening of March 26, the KCI's cyber café was filled with Merit teachers, Merit Fellows and 12 Carnegie-MacArthur researchers sharing their thoughts and experience in digital media, learning and creating a common “new media literacy framework.” The event was hosted by Bernadine Chuck Fong, Ph.D., Foothill College president emeritus, who gave an overview of the KCI's history and led a tour of the building's art gallery and state-of-the-art computer lab.

The Carnegie Foundation for the Advancement of Teaching is an independent policy and research center with the primary mission “to do and perform all things necessary to encourage, uphold, and dignify the profession of the teacher and the cause of higher education.” More information may be found at: [www.carnegiefoundation.org](http://www.carnegiefoundation.org).

## Beyond the Lines: Graphics for Learning & Performance

Effective visuals can shape and facilitate learning. But for many instructional designers, training specialists and faculty, the concepts of effective visual communication for learning and performance are elusive.

Using effective visuals for instruction requires knowledge of the cognitive theories that support visualization, application of key design principles, basic skills to create design ideas and the courage to bend a few rules. Three key design principles can be applied to any graphic piece to enhance its impact and facilitate learning:

- Figure/ground helps differentiate between primary objects in the foreground (the figure) and secondary objects in the background. Good use of figure/ground helps the learner select or access visual information relevant to key concepts.
- Hierarchy is the principle of arranging information to help the learner understand how the content is organized, emphasizing importance and relationship.
- *Gestalt* is a German word that is usually interpreted as “the whole is greater than the sum of its parts.” The gestalt principle helps the learner integrate the parts of information into a more coherent and holistic understanding.

# GROUND Figure

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*The figure is typically the information you want to stand out, and the ground is the information you want to recede or support the figure.*

Principles of perception are the basis for applying another set of design principles that can be manipulated to create effective instruction, such as type, shape, color, depth, space and actions like proximity, alignment, repetition and contrast. (See “The Non-Designers Design Book” by Robin Williams.) Using design tools and actions is not really about applying cool techniques in software applications or having fancy technology to produce great graphics. The designer must know what to do and why before typing the first letter or drawing the first line.

To move beyond the routine application of design principles, the designer must take the risk of going beyond the tried (and tired!) formulas. Often an unfortunate self-perception about the lack of creative ability hinders people from pushing the envelope of their graphic design skills. This may be the result of an education system that rewards children for drawing neatly between the lines in coloring books. As the student advances in grade, the sense of

creative freedom often seems to retreat, until as an adult, they perceive themselves as uncreative. Everyone has ability to create and think creatively, just at different levels of achievement. Keep trying and don't let a fear of failure stop your creative process.

Being visually illiterate is no longer an option for educators, trainers or instructional technologists in this information-rich culture: It is a necessity. Effective communication requires the ability to “speak” in a visual language to help learners perform procedures, learn facts, organize data to solve problems and communicate across cultures.

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There's an easy way to acquire these important skills through a full complement of design courses in the KCI's FASTtech classes. Skills can be learned in courses ranging from Web Page Design to Adobe Photoshop and Illustrator. Learn more about our class offerings at <http://www.krauseinnovationcenter.org> or e-mail Steven McGriff, Ph.D., at [McGriffSteven@foothill.edu](mailto:McGriffSteven@foothill.edu).