



President’s Message

It has been a very busy couple of months for the EBIT Executive and I can safely say that we are all happy that the EBIT SAGE Conference is over for another year! Planning an event like this is not unlike planning a birthday party or a holiday...you look forward to the event but you are also happy when it is over and life can return to some sense of normal. Putting on a SAGE conference like this takes a lot of planning, time and effort so I’d like to thank the executive team again for all of their hard work this year.

The conference was a success; we had over 150 registrants attend this year. The morning keynote (Steve Hargadon) reviewed how times are changing and how we can better prepare our students for the 21st Century. I particularly found the concept of the “long tail” interesting. Because of Web 2.0, we are now living in a world where we can produce or create work in a field that might not have been considered before. This really takes specialization to a whole new level! The question is...what is the best way to prepare our students for this? You can read more about this in Steve’s article: *Web 2.0 Is the Future of Education* at

<http://www.stevhargadon.com/2008/03/web-20-is-future-of-education.html>. Although much of what Steve presented we may have already heard, I appreciated the fact that he provided concrete examples of the “long tail” concept such as his daughter who specializes in teaching drama to autistic children, his vitiligo site and the gentleman with a rare form of

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cancer who started a blog to help others. I think these are all examples we can share with our students on how to really harness Web 2.0 tools in useful and meaningful ways. Steve also encouraged us to question when technology is useful and when it is not.

The afternoon sessions were also great. I'd like to thank all of our session presenters again for volunteering their time to put together a session that is interesting and engaging. Unfortunately, I didn't get to attend a session this year although I did pop in to the "Future of Business Education" session for a little bit and I found it very interesting. I hope everyone was able to take ideas and resources from their sessions back to their classrooms.



We'd also like to congratulate the two award winners announced at our AGM. **Chad Halstead** (Fort Richmond Collegiate) was awarded the *Teacher Recognition Award* for his outstanding contributions to business education.

Kelly Hawes was the recipient of the IDATE Award (Isabella Dryden Award for Teaching Excellence). This \$1000.00 award is presented to a new graduate of the business education program who demonstrates a passion for teaching business education. It was great that

Isabella Dryden herself could present the award to Kelly. Isabella stayed for the entire conference...when I asked her at the end of the day if she was tired she replied, "Oh no, my mind is so stimulated after the presenter and sessions." I hope you all felt the same.

I'd also like to thank our three conference sponsors one more time: special thank you to **Red River College**, **Booth University College** and the **CMU Redekop School of Business**. Their contributions helped to make the conference a success.

If you haven't yet had the chance to complete the follow-up survey for the 2012 EBIT Conference, we would appreciate your feedback. Please go to www.ebitmb.org and click the SAGE 2012 link to access the survey.

Curriculum Update!

In other news, we had a very productive meeting with Daniel Lemieux (our new Curriculum Contact due to Tom Prins's retirement) and other members and directors of the Technical Vocational Department of Manitoba Education. We expressed our concern about our outdated business theory curricula and an interest in renewing the Business Education program. The MB Education team agreed that the program needed to be updated. This is exciting news for EBIT as we have been asking for curriculum renewal for quite some time! Our next step is to involve industry/business partners and universities/colleges to get their feedback on our program. We will keep everyone updated on upcoming meetings we have and/or proposed plans. If you have any questions or comments regarding business education curriculum, please go through our two EBIT Curriculum Reps: Susana Hawryshko (shawryshko@mts.net) or Lisa Marshall (lmarshall@gvsc.ca) first.

This will be my last President's Message for a while as I am preparing to start my maternity leave (due mid-January). It has been a busy report card season and when you return it is on to exams and starting a new semester. Please take the time to take care of yourself and get the mental/physical rest you need over this holiday season.

Angela Baraniuk

Teachers Resources

Intro to Web 2.0 Project; IDATE Award

by Kelly Hawes

Course	Applying Information Communication Technology 2
Topic	Intro to Web 2.0 Project (Cross Curricular)
Unit	Integrating Web 2.0 and Social Networking
Level	Grade 9
Goals	<ul style="list-style-type: none">• Students will create stories using storyboarding techniques.• Students will have to complete project expectations within the timeline provided.• Students will then transfer ideas into multimedia videos.• Students will then share their work with an authentic audience including friends, family, and• Teachers, where their audience will provide positive feedback to students.

Please refer to the attachments for detailed lesson plan.

Management Game: Coffee Shop

by Deb Dyck & Kristine Yang

This is an online game that can be used in retailing course. While students are playing a game, they will have an opportunity to explore day-to-day business operations. 'Buy inventory, create recipes, set your price, and see how the public responds. Make cash as quickly as you can and earn a reputation as the best barista



in the biz. Every day is a new chance to impress your customers by creating the perfect cup of coffee at the perfect price, but don't forget to factor in hazards like sugar-eating ants, spoiled milk, and hot weather! Belly up to the coffee cart for some piping hot fun and play today!

Refer to the attachment for recording day-to-day business operations.

<http://www.shockwave.com/gamelanding/coffeeshop.jsp>

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Lesson Plan

Course: Applying Information Communication Technology 2 (ICT 2)	Teacher: xxxxxxxxxx
Topic: Intro to Web 2.0 Project (Cross Curricular)	Date: November 2012
Unit: Integrating Web 2.0 and Social Networking	Level: Grade 9

Unit/Project Goals and Objectives

Unit/Project Goals:

- Students will create stories using storyboarding techniques.
- Students will have to complete project expectations within the timeline provided.
- Students will then transfer ideas into multimedia videos.
- Students will then share their work with an authentic audience including friends, family, and teachers, where their audience will provide positive feedback to students.

ICT 2 Curriculum Outcomes

1. Design electronic plans including:
 - Outlines
 - Timelines
 - Storyboards
2. Design and create non-sequential web pages and branching multimedia presentations.
4. Analyze whether information collected from media sources is sufficient and/or suitable for purpose and audience. Sources include websites, CD-ROMs, and email.
5. Discuss information, ideas, and/or electronic work using tools for electronic communication. (Examples: email, electronic whiteboards, webpages, threaded discussions, videoconferences, chats, instant messages, camera phones, wikis, blogs, podcasts, online whiteboards...)

Grade 9 ELA Curriculum Outcomes

2.3.2 Techniques and Elements (2.3.2)

Examine the use of a variety of techniques to portray gender, cultures, and socio-economic groups in oral, literary [including books], and media texts

2.3.4 Experiment with Language

Examine creative uses of language in popular culture [including advertisements, magazines, and music]; recognize how figurative language and techniques create a dominant impression, mood, tone, and style.

2.3.5 Create Original Texts

Create original texts to communicate and demonstrate understanding of forms and techniques.

Note: I have also used this lesson in Career Development, where students used Animoto to prepare a career path, and in Start Your Own Business, where students created profiles of Canadian Entrepreneurs.

Rationale:

- Students need to develop project management and assessment skills including self-assessment, peer assessment, and collaboration.
- Using online tools, students will apply heuristics to solve new challenges while learning new technologies or using familiar technologies in new ways.
- Social networking is also a critical component in students' lives. Throughout the course, students have built and maintained student webpages using Weebly. Web sites are password protected, providing a safe framework for students to exhibit and collaborate on work, bringing attributes of social networking into the classroom, addressing the need for appropriate language and positive reinforcement in peer assessment.

Prior Learning:

- Students have established Weebly web pages that are password protected and accessible at home or at school and are familiar with Microsoft Office including PowerPoint, but skill level is varied based on previous exposure to technology in prior grades as well as the personal interest of students.

Lesson Goals & SLO's

Lesson Goal:

- Provide an outline of the project components and options highlighting ideas for differentiation and options student choice.

Specific Learning Outcome:

1. Students will be introduced to their next multimedia project focused on integrating technology using Web 2.0 tools to further develop critical thinking and transferable technology skills as they experiment with new technologies.
2. Students will also draw on key elements of English Language Arts including listening, speaking, reading, writing, viewing, and representing throughout the project as they collaborate with peers and self assess as they complete the requirements of the project.

Pre-Planning

Materials:

- Computer with projector and screen
- Computer lab with computers for each student
- Project Outline handout
- Project Proposal handout
- Storyboard handout

Lesson Content

Activate:

8 Minutes

Introduction:

- Today, I will outline our next multimedia project.
- Remember, we will be asking people to view the project and comment on your work, so you need to design a project that you will be proud of!
- **Show sample Animoto video:** Log in to Animoto to show sample family video and/or previous student projects .

Link to view Eminem student sample: <http://animoto.com/play/9LaF9pzEkBhNkdqEf3RnzQ>

Acquire:

15 Minutes

1. Hand out and read through project outline.
2. Provide a short demo on how to use Animoto (see attached 'How to Start Animoto').

Draw attention to:

- Styles - choose one that suits video theme (*'Pro' styles not available*)
 - Sound – we will edit using Audacity (students will learn how to edit music in Audacity toward the midway point of their project (see attached tutorial for future reference).
 - Text – maximum characters per line forces students to condense thoughts (*max of 22 characters for header and 30 for text*)
 - Photos – plan for 10 - 15 photos for every 30 seconds of video, Animoto predicts length of video once music is added as it considers music tempo/speed in the creation of the video
3. **REMINDE**: *Before starting project, you need to create a story board outlining topic or theme.*
 4. Due date to be determined, but the project generally takes 5-6 classes to complete.

Apply:

35 Minutes

1. Students will sign in to teacher/classroom Animoto account and spend time exploring the program (allow 10 minutes).
2. As they have a better understanding of how the program works, they will also have time to start completing proposal; asking questions as they formulate their projects (allow 25 minutes).
3. Once they have decided on their topic, they must write out idea on proposal form and submit - **due by end of class.**

Closure

2 minutes

Ask students to discuss assignment with family if they are choosing to do a family time capsule and need to bring in image files.

Next class: We will be reviewing project proposals and you will learn how to storyboard your project.

Homework: Complete project proposal.

Assessment

Strategies for Differentiation:

The project based approach naturally allows for differentiation as each student will naturally incorporate their personal interests, prior knowledge, and work ethic.

I have further modified this project for students of varying academic IEP needs, including paring down expectations, or minimizing text requirements for students with poor gross and fine motor skills, who are unable to type.

IEP Students:

- Use a minimum of 10 photos found online.
- Add music from the library options within Animoto.
- Add 2 text slides using text tools in Animoto.

Enrichment:

- Editing 2-3 audio tracks together in Audacity, including 1 voice track, incorporating effects such as fades.
- Using original student photos and video in a photo journalistic approach, writing and editing a news piece without any stock or internet files.

Formative Assessment:

Observation: Watch for cues to gauge interest in technology options and look for signs of confusion or misunderstanding.

Questioning: Gauge understanding and interest in each technology option.

Project Proposal and Discussion: Meeting with students to discuss their individual project proposal gauges interest, ensures students are choosing a technology that they are able to complete in the time frame, and sets goals for students that they can take to parents and explain any additional support they may require (such as obtaining family photos, music files, etc).

There is no summative assessment for this lesson.

Reflections

Notes: This lesson was initially developed as a cross-curricular English Language Arts and ICT1/2 project, but I have also used this for Grade 10 Computers and Technology, Grade 10 Start Your Own Business, and Grade 11 Career Development. Students enjoy the project and at the end, we have a day where we have popcorn and watch all of the videos. It is a course highlight!

Resources:

www.Animoto.com

www.audacity.com

www.itunes.com

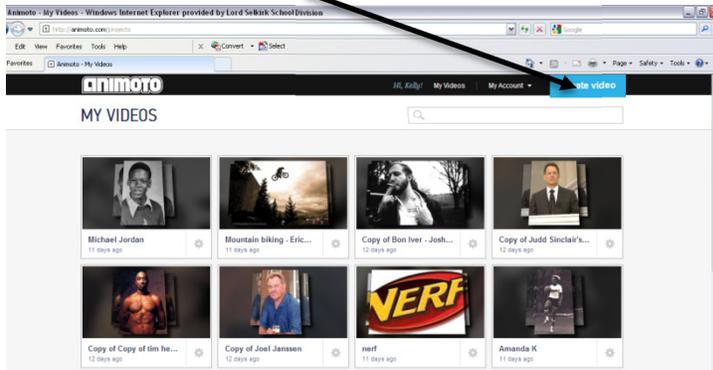
Supplementary Tutorials:

The attached tutorials are aimed to provide additional assistance to students who need a visual reference and for Educational Assistants (EA's) in the classroom.

How to Start in Animoto

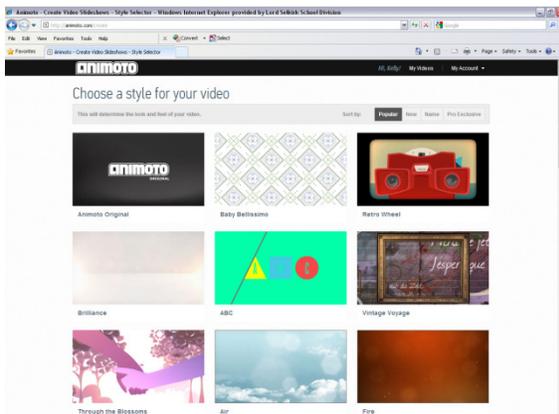
Step 1: Log in

Step 2: Create new video

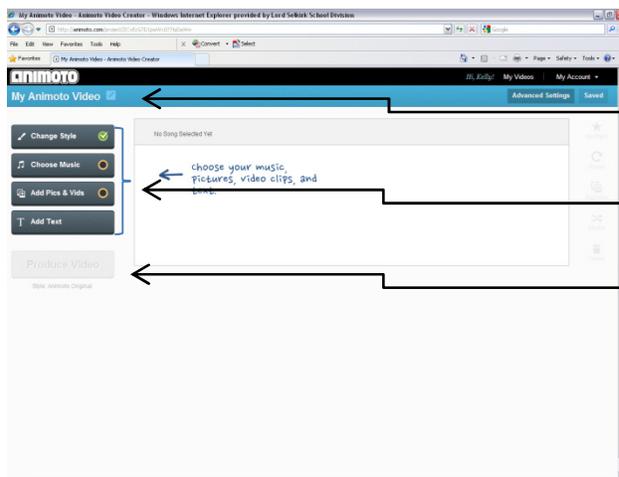


Step 3: Choose a style (click to preview)

The style should suit your topic, so if you don't know your topic, choose one to get started and you will be able to change it later!



Step 4: Create Your Video

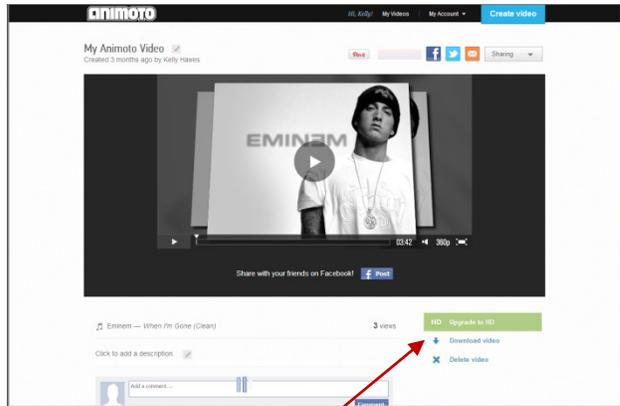


This is your project screen

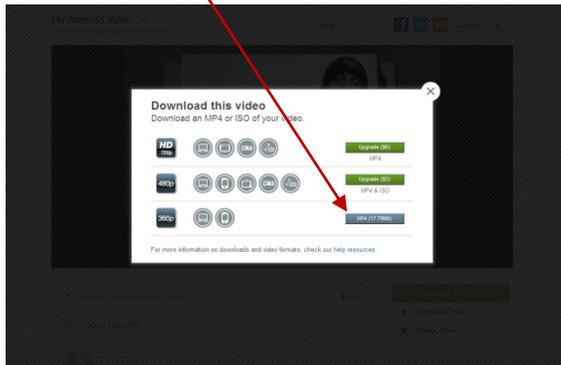
1. Start by *naming* your Video (use your name)
2. Click these buttons to add **music**, **text**, and **images**
3. Once you have added content this button will turn green, which allows you to **produce** or **preview** your video

Save Video from Animoto

Once your video is done, you need to SAVE IT!



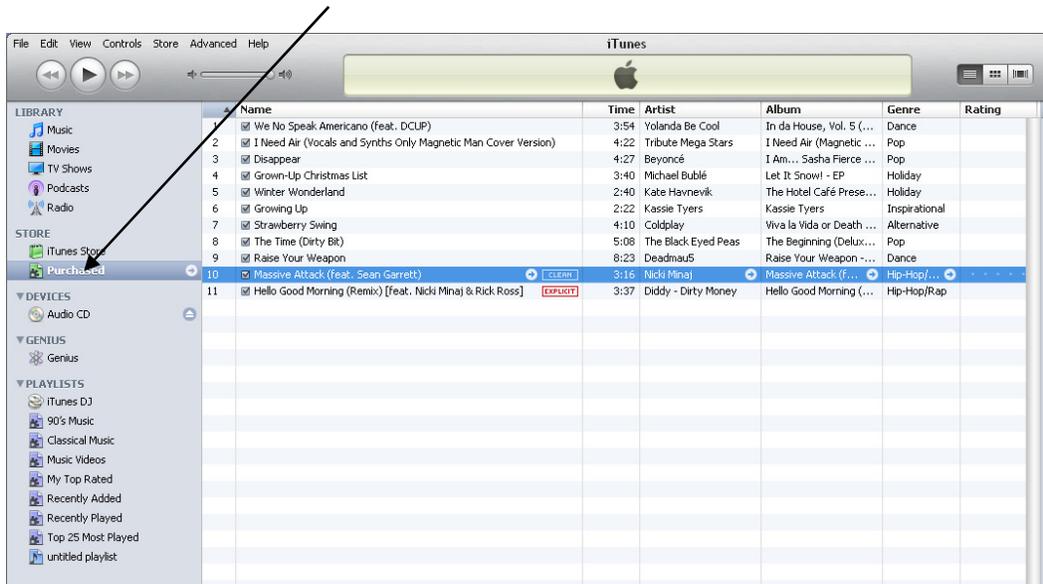
1. Click to open project
2. Select '**Download video**'
3. Select '**MP4**'



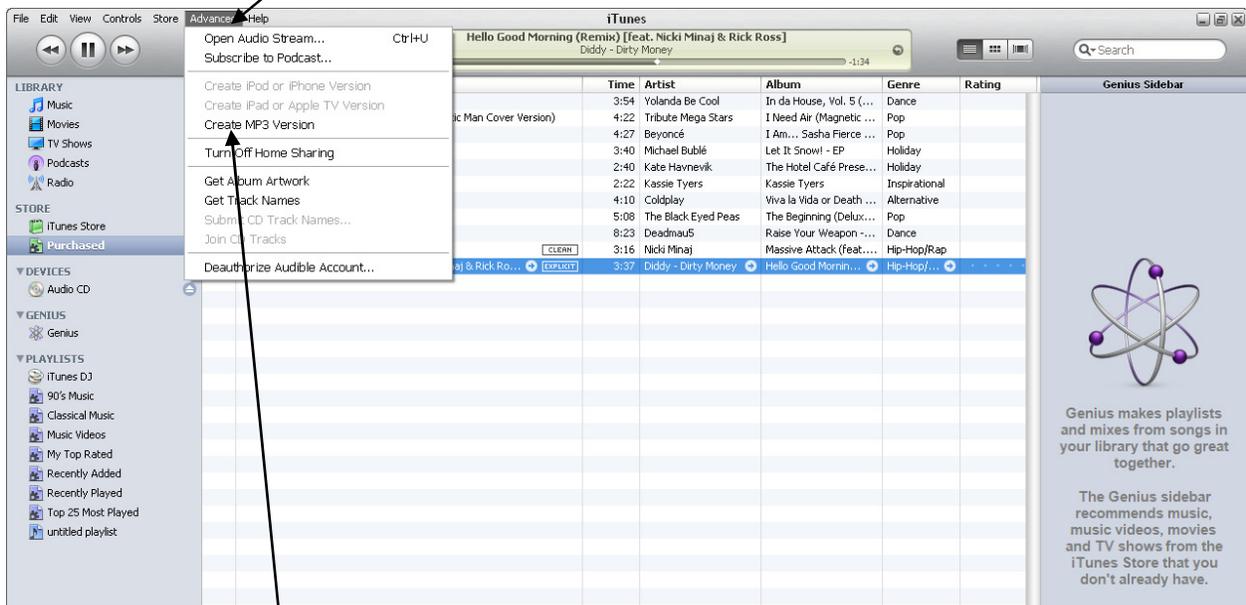
4. Save File in your **student folder**, where you will be able to find it!!!

Convert iTunes Music File to MP3

1. Open iTunes
2. Select **Purchases** Folder



3. Highlight music file you would like to convert
4. Select the **Advanced** Tab

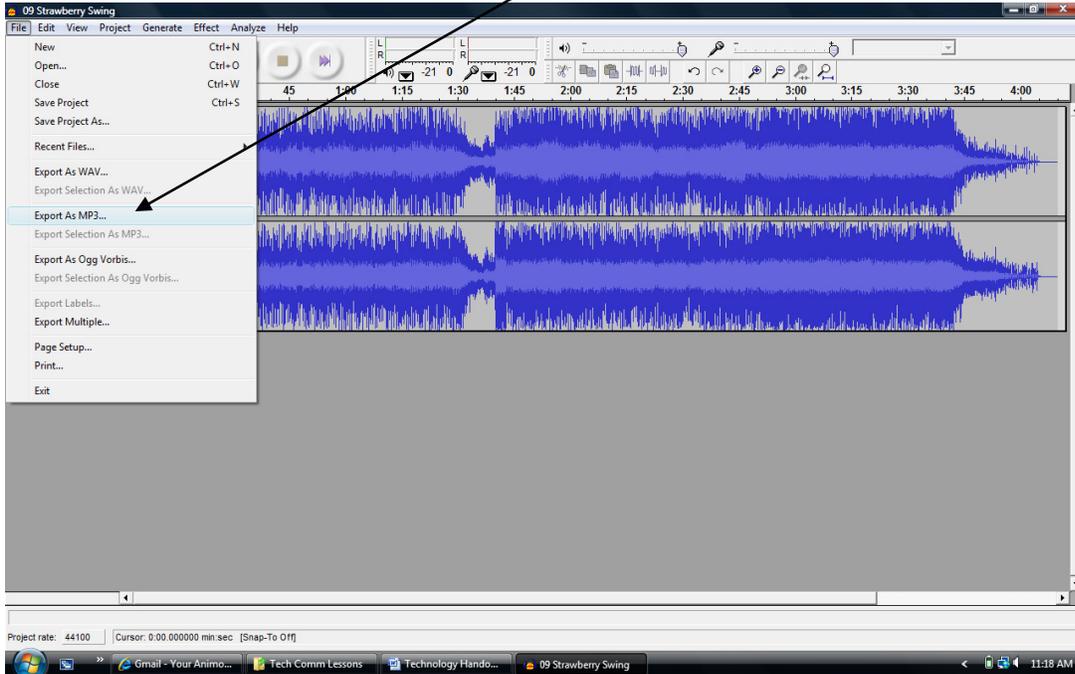


5. Choose **Create MP3 Version**
6. The MP3 Version will be added to your **saved music file** with your other music tracks (**outside of iTunes**)

Audacity: Export Music as MP3

Audacity Instructions

1. Edit music file, save project
2. Export Format Required for Animoto: MP3



To 'Export file as MP3', **REMEMBER**, you need to get the **LAME** file from the **Outbox** folder on the network!

Animoto Project

Animoto Project Outline

Website: www.animoto.com

Username: xxxxxxxxxxxx

Password: xxxxxxxxxxxx

You will create a video using photos, music, sound, and video files.

The Animoto Video option requires:

- Minimum of 20 internet photos or personal photos that suit the theme
- Minimum of 1 video file, maximum 5 seconds long (personal/home video)
- MP3** music file (purchased from iTunes or stock music edited in Audacity)
- Load all files into Animoto
- Minimum length: 2:30 min

Project Steps:

- 1: Choose Topic and Media
- 2: Have topic and media approved (don't proceed until I approve your topic!!)
- 3: Create a storyboard of your idea (this is worth 10 marks!)
- 5: Start a new video project by adding photos, video and text
- 6: Test video – click produce and you will be able to view a preview
- 7: Modify video – you can continually change your video after you have previewed it
- 8: Produce video and check to make sure it is perfect
- 9: Download video and add to Weebly
- 10: Invite friends, family members, and school staff to view your project (come see me for form)

Potential Topics: (Pick One!)

- ★ School Tour
- ★ Community Tour
- ★ Time Capsule
- ★ Commercial for community group or cause (food bank, environmental organization, etc.)
- ★ Commercial for a product that you have invented
- ★ Student option (propose an option)

REMEMBER: You will have an audience viewing your work, so put your best foot forward!

Project Proposal: Complete this form to have your project idea approved!

Name: _____ Partner (optional): _____

Topic: _____

Brief Story Description: _____

DUE: BY THE END OF CLASS!!

Teacher Initials: _____



Project Proposal: Complete this form to have your project idea approved!

Name: _____ Partner (optional): _____

Topic: _____

Brief Story Description: _____

DUE: BY THE END OF CLASS!!

Teacher Initials: _____

Animoto Story Board

Title: _____

Music: _____

Title: _____
Subtitle: _____

Description: _____

ICT Project Rubric

	10 - 7	6 - 4	3 - 0	Total
Storyboard	<ul style="list-style-type: none"> • Storyline topic or theme is clear throughout the storyboard outline. • Storyboard includes title and subtitle slides. • Clear description or illustration of each photo or video clip. • Minimum of 15 slides shown fully outlining the details of the story (frames may differ from video images). 	<ul style="list-style-type: none"> • Storyline topic or theme is somewhat clear throughout the storyboard outline. • Storyboard includes title and subtitle slides. • Somewhat clear description or illustration of each photo or video clip. • Minimum of 15 slides shown with some detail of the story (frames may differ from video images). 	<ul style="list-style-type: none"> • Storyline topic or theme is unclear throughout the storyboard outline. • Storyboard does not include title and subtitle slides. • Description or illustration of each photo or video clip are unclear. • Less than 15 slides shown outlining very little detail of the story. 	
Storyline and Story Elements	<ul style="list-style-type: none"> • Story follows storyboard and has a clear theme or plot from start to finish. • Video is well organized, with appropriate titles and subtitles and photo order creates a clear storyline. • Music suits the story theme. • Project is no less than 2:30 minutes. 	<ul style="list-style-type: none"> • Story theme is somewhat clear. • Video is somewhat organized, with titles and subtitles and photo order creates a clear storyline. • Music somewhat suits the story theme. • Project is no less than 2:30 minutes. 	<ul style="list-style-type: none"> • Story theme or plot is unclear. • Video lacks organization, titles, and subtitles. • Photo order creates an unclear storyline. • Music is inappropriate. • Project is less than 2:30 minutes. 	
Technology Integration	<ul style="list-style-type: none"> • Student exhibited confidence in using Animoto, creating videos using photos, title slides, and music tracks. • Music added was edited in Audacity with clean cuts, fades, or other effects. • Video was downloaded and added to student Weebly webpage in a clear, attractive manner. • Student spent time troubleshooting program, strategically manipulating program options and features to create comprehensive storyline. 	<ul style="list-style-type: none"> • Student showed confidence in using Animoto, creating videos using photos, title slides, and music tracks. • Music added was edited in Audacity with somewhat clean cuts, fades, or other effects. • Video was downloaded and added to student Weebly webpage in a somewhat clear and attractive manner. • Student spent time troubleshooting program, somewhat manipulating program options and features to meet project expectations. 	<ul style="list-style-type: none"> • Student was unable to complete project using Animoto. • Music added was not edited in Audacity or student used stock music from Animoto library. • Video was not downloaded or improperly added to student Weebly webpage. • Student needed to spend more time learning the program to be able to fully meet project expectations. 	
Social Networking	<ul style="list-style-type: none"> • Student received feedback from 2 peers, a teacher, Principal, or other adult within the school, and 2 family members, relatives, guardians on Weebly. 	<ul style="list-style-type: none"> • Student received feedback from fewer than 2 peers, a teacher, Principal, or other adult within the school, and 2 family members, relatives, guardians on Weebly. 	<ul style="list-style-type: none"> • Student did not receive feedback from 2 peers, a teacher, Principal, or other adult within the school, and/or 2 family members, relatives, guardians on Weebly. 	

Comments:

Total: _____ /40

The Coffee Shop

Weather			
Day	Amount in the bank: \$		
What is your price for the day?			
Inventory - amount & cost			
Cost per unit			
Cups	Coffee	Milk	Sugar
Recipe			
Coffee (weak - strong)	Milk (black - creamy)	Sugar (bitter - sweet)	
tsp	cups	tsp	
Customer reactions			
Lose / make money	\$		
Strategy for day			
Take a look at your stats and your reputation.			

Weather			
Day	Amount in the bank: \$		
What is your price for the day?			
Inventory - amount & cost			
Cost per unit			
Cups	Coffee	Milk	Sugar
Recipe			
Coffee (weak - strong)	Milk (black - creamy)	Sugar (bitter - sweet)	
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