

Learning Powered By Curiosity



 PBS Wisconsin
Education

PBS Wisconsin Education



Classroom Media

Free to use, standards-aligned, Wisconsin-focused media for grades PreK-12, including videos, games, interactive content, educator guides, and more!

Professional Development

Powerful and practical events and resources to support your teaching practice, whether you teach in a formal or informal setting, from early learning through high school.

Evaluate, Create, ACT! Building Media Literacy Skills in the Classroom

Share With A Neighbor:

What does “Media Literacy” mean to you? What do you hope to get from today’s session?

WSRA Conference
February 11, 2023 | 11:15am-12:30pm



Media Literacy is interdisciplinary by nature. Media literacy represents a necessary, inevitable, and realistic response to the complex, ever-changing electronic environment and communication cornucopia surrounding us.

*-National Association for Media Literacy
Education (NAMLE)*

Why learn about media literacy?

- Help students learn life skills
 - ✓ Be critical thinkers
 - ✓ Identify reliable sources of information
 - ✓ Recognize bias or misinformation
- Students need to be taught, need to practice, and need to create using these skills



PBS Media Literacy Educator Certification



- ❑ **Professional learning** opportunity created by KQED & PBS
- ❑ **Competency-based** certification, earned by completing 8 micro-credentials
- ❑ **Validates** and showcases media literacy skills for students and educators
- ❑ For **all kinds of educators**: classroom teachers, coaches, librarians & more
- ❑ **Free!**



Critically Analyzing
Media



Assessing Student
Media



Creating a Code of
Conduct



Evaluating Online
Information



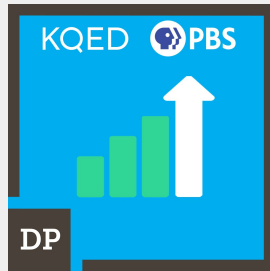
Evaluating Online
Tools for Classroom
Use



Implementing
Media Projects



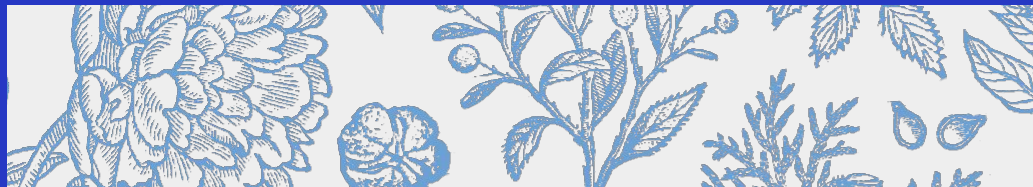
Making Media for
Classroom Use:
Audio & Video



Making Media for
Classroom Use: Images,
Graphics & Interactives



Microcredential: Creating a Code of Conduct



Classroom Teachers

Demonstration of this competency requires the submission of two primary artifacts:

- the code of conduct implemented by the educator
- a reflection on the experience of creating and implementing the code of conduct.

Library Media Specialists or Trainers

You may share a code of conduct that a teacher participating in the PD implemented with their youth, or a district or school-wide code of conduct.

The reflection can be your reflection or by teachers who participated in your PD and implemented a code of conduct.

1. The code of conduct implemented by the educator

*Should clearly communicate the **rules and expectations associated with classroom technology and media use, behavior, and safety online** in language written for the students to whom the rules apply.*

2. A reflection on the experience

How the code of conduct was (1) planned and produced, (2) communicated to students and (3) enforced.

[Overview](#)

[Details](#)

[Research &
Resources](#)

[Submission &
Evaluation](#)

[Issuing
Organization](#)

Creating a Code of Conduct



Free

[Apply](#)

Ability to clearly communicate, model, and uphold a code of conduct or other set of clear expectations for student use of online resources and platforms that promotes a positive school culture and supports safe and responsible technology use.

[🏠 KQED & PBS](#)

[☰ Media Literacy](#)

Small group planning

1. What are your school/district's community guidelines?
2. What would you like to include in your code of conduct?

RESPONSIBILITIES

By signing the Student Internet Safety and Technology Use Policy, Parent Permission Agreement and the 1:1 Technology Student Expectations, students and parents or guardians agree to:

- Submit their Chromebooks to school authorities upon request. Such a request may be made in order to ensure Chromebooks do not contain any unapproved software or files, as well as to check browser histories and caches.
- Leave their Chromebooks at school over the summer for regular maintenance.
- Accept monitoring of student usage of the Chromebooks at any time, when requested by school personnel (teachers or administration). Students and parents need to be aware that files created using the Chromebook or stored on school servers are not private.
- Charge their Chromebooks overnight each night to ensure that they are fully charged for classes the next day. Just as students are expected to be prepared for classes by having all required materials, students must have a charged Chromebook available to them at the start of each day.
- Protect the Chromebook from damage or theft. Required precautions include the use of a protective case when transporting the Chromebook to and from classes and to and from school. If the Chromebook is lost or stolen when outside of school grounds, it should be reported to the local police authorities immediately. Parents or guardians are financially responsible for any lost or stolen Chromebook that is not recovered in good working order by authorities.
- If the damage is wanton, willful or purposeful, the parents or guardians will pay the full/replacement cost of the Chromebook and AC power adaptor. The replacement cost of a PPSD Chromebook will vary by make and model (approximately \$200-\$300).
- Abide by the rules and behavioral expectations of the Student Internet Safety and Technology Use Policy



Social Media Guidelines

Educational Purpose

In order to help our students develop their reading and writing skills, cultivate our understanding of different people and cultures, share information and collaborate safely and effectively via the Internet, and learn through experiences, our students participate in using a variety of social media applications (blogs, wikis, podcasts) and content creation sites (Animoto, Glogster, Blogger). To protect student privacy and ensure safety, the following guidelines are to be followed:

Teacher Responsibility

- Ensure suggested sites are age-appropriate for student use.
- Monitor student creation of accounts within the classroom and student use of Internet and social media sites
- Be aware of and adhere to federal Children's Online Privacy Protections Act laws and District Policies.

Student Responsibilities

- When creating accounts, provide their *full first names and only the first letter of their last name*.
- When asked to provide birth date information, *all students will use January 1 of their birth year*.
- Students will not share personal, identifiable information. (i.e. school name, location, etc.)
- Students will use group pictures of students and/or individual pictures, which do not identify individuals by name.
- Students will agree to use social media and content sites responsibly.
- Protect the Chromebooks from damage and theft per the 1:1 *Technology Student Expectations*. Required precautions include the use of the protective sleeve when transporting the Chromebook to and from school. If the Chromebook is lost or stolen when outside of school grounds, it should be reported to the local police authorities and school personnel immediately. Parents or guardians are financially responsible for any lost or stolen Chromebook that is not recovered in good working order by the authorities.
- Understand the User Agreements, including Student Internet Safety and Technology Use Policy (AUP), building-specific student handbook rules, 1:1 Technology Student Expectations and Parent Permission Agreement.

Parent/Guardian Responsibility

PITTSVILLE 4TH/5TH GRADE TECHNOLOGY CODE OF CONDUCT



#1

Be Respectful Of Others-Use kind and constructive comments and language when communicating with other students, teachers, and people at school.



#2

Be Respectful of the Equipment-Make sure you are using your chomebook and other other materials the way it was meant to be used.



#3

Keep yourself safe-Never share your password with anyone other than your teacher or adult members of your family. Only go to teacher approved websites.



#4

Keep others safe-Never open documents if you don't know the sender. Tell a teacher or an adult if something you see or read makes you uncomfortable.



#5

Give credit to those who deserve it-Always cite your sources and give credit to those whose work you used.



#6

Be a smart digital citizen-Only use sources form creditable places. Always think of point of views and the biases of the creator.



#7

Use your time wisely-Make sure you use your screen time wisely. Take time to exercise, talk to friends and give your eyes a break.

Creating a Code of Conduct

Both parent and student please initial ALL iPad Expectations

SOAR LIKE AN EAGLE STUDENT MATRIX

Expectations	ARRIVAL/ DISMISSAL	HALLWAY	BATHROOM	LIBRARY	PLAYGROUND	LUNCHROOM	ASSEMBLY/ EAGLES' NEST	TECHNOLOGY
Be Respectful	-Keep hands, feet, and body to yourself -Voices at 2	-Keep hands, feet, and body to yourself -0 voices bell to bell (8:40-3:40) -Greet friends silently	-Voices at 1 -Give others privacy (Eyes to yourself)	-Voices at 1 -Keep hands, feet, and body to yourself	-Play by the rules and use good sportsmanship -Take turns and share -Follow grade level plan to enter and exit the school	-Voices at 2 -Raise hand for help -Use good manners (say please, thank you, you're welcome, etc.)	-Voices at 0 when signaled -Look and listen -Keep hands, feet and body to yourself -Give credit to sources -Be attentive to speaker/presenter	-Visit appropriate websites that promote learning -Follow copyright laws -Give credit to sources
Be Safe	Arrival: -Walk directly to the playground -Walk on path Dismissal Walkers: -Follow your safety leader Busses: -Wait and walk	-Walk safely -Stay to the right	-Keep water in sinks -Keep hands, feet, and body to yourself	-Chairs flat on floor -Walk	-Keep your body in control during game play -Use equipment how it's meant to be used.	-Stay seated -Keep hands, feet, and body to yourself -Eat your own food	-Walk -Sit flat on the floor	-Protect private information -Log out when finished
Be Responsible	Arrival: -Wait for the bell to ring -Make sure you have all your belongings Dismissal: -Know your dismissal plan -Make sure you have all your belongings	-Stay in line with your class	-Flush and keep it clean -Use 2 pumps of soap and 2 paper towels -Return to class promptly	-Use materials and equipment appropriately	-Pick up equipment -Work out small problems otherwise tell an adult -When the bell rings stop play and line up.	-Clean up your own trash -enter / exit lunchroom walking with level 0 voice	-Be on time -Participate appropriately -Stay seated until dismissed -Exit in a line	-Use personal device for educational purposes -Charge device -Bring device to school each day -Keep food and drink away
Be Kind	Arrival/Dismissal: -Be helpful and patient	-Be patient	-Report paper and soap needs to office	-Be helpful -Talk to others in a friendly way	-Use friendly words -Can't say "You can't play"	-Use friendly words	-Appreciate the performance with appropriate applause	-Respect others and yourself when online -Use kind words -Digital footprints should not harm others
Staff Prompt	"Soar Like an Eagle" Voice scale (posted throughout school) 0, 1, 2, 3, 4, 5	"Walk the Line" Voice scale - 0-silent 1-whisper 2-partners 3-groups 4-presentation 5-outside	"Quick and Clean"	"Read, Learn, Discover"	"Fun and Fair"	"Five Star Dining"	"Listen and Learn"	"Be (n)Tune"

How can we help you?



1. _____ I will only use my iPad for learning in ways that are appropriate and follow the direction of my teacher.
2. _____ I will follow my teacher, or principal's judgment as to appropriateness of an application, and understand they may ask me to discontinue use of an application that is not appropriate.
3. _____ If I have misplaced, lost, broken, or think my iPad has been stolen I will report it to my teacher, or other staff member immediately. I understand that the sooner I report it the better chance I have to get it back. I may be asked to file a police report if the device has actually been stolen or vandalized.
4. _____ I understand that my iPad is subject to inspection at any time without notice and remains the property of SDW.

_____ where it is at all times, and arrive at school each day with

_____ and nor loan it out to other individuals.

_____ from my iPad since they may cause damage to the device.

_____ and/or distribute inappropriate or unethical material

_____ or loss caused by neglect or abuse.

_____ of power cords in good working condition.

_____ for scholar's use of the iPad while s/he is using his/her iPad

_____ and, take-home privileges may be temporarily or permanently

13. _____ Students are allowed to have a game folder that had ONLY 5 educational age-appropriate games.

Student Name

Teacher Name

Student Signature

Parent/Guardian Signature


Date

Creating a Code of Conduct

Our Technology Code of Conduct

Taking Care of Our Devices


I will always wash my hands before using the iPad.



I will always use two hands when carrying the iPad.




I will make sure to have an adult plug in the iPad when I see this:



I will be responsible and make smart learning choices while using the iPad.



I will only use apps and programs my teacher has instructed me to use.



No liquids or food around the iPad. Ever.



Posters from Soaring, Teaching & Tech Ideas by Sandy

Digital Citizenship

We can stay safe online by:

1. Never sharing our full name, age or passwords.
2. Staying on apps and sites that our teacher tells us are safe.
3. Making sure that our posts are truthful and kind.
4. Telling a trusted adult if we see anything that makes us feel uncomfortable.



Liberty Eagles Fly High
Even when using technology!

As a digital citizen I will:

- never share my personal information including my passwords
- use images and words that are kind and respectful
- report any behavior that makes me uneasy that I feel is unkind or disrespectful to an adult
- be a champion and positive example of appropriate online behavior
- give credit to the owner of words or images that I share and are not my own.
- Take care of all technology by caring it with two hands, keep my hands on my own equipment, and not have food or drink during computer time.

As a digital citizen I understand:

- Internet access is available to me so I can meet my learning goals.
- Saving information to my Google drive or Classroom, will keep me from losing important work.
- Not everything on the internet is true.
- Cyber-bullying and sharing information or images that are illegal, obscene, harassing, insulting, ostracizing, or intimidating to others is never ok. I should never engage in it, and always report bullying if I see it.
- Everything I search on a school device is tracked, and that I will be held responsible if I do not use technology in appropriate ways.
- If an internet search returns something that I am not expecting, or that I find questionable, I should report it to an adult right away.

As Adapted from: Boise School District [Responsible Use of Technology Expectations](#)

How does a Digital Citizen...

Participate and Behave

*Always go to approved websites

*Say and do nice things

Ask a trusted adult before going online to apps and sites

Communicate with only people you know

Keep food and drink away from devices

Keep your account private

*Allow adults to monitor your accounts

Share

*Use appropriate language

*Use proper grammar (no all-caps)

*Post only kind statements

*Get permission before posting about someone else

*Type/Share only things you would do/say in real life

Create

*Use good manners

*When you use someone else's work, give them credit

*Use your own work

*Collaborate with others that you know

*Make/Use age-appropriate images

Stay Safe

*Keep passwords safe

*Stay away from a cyber bully

*Only use apps your teacher gives you on your school device

*Tell an adult if someone is being cyber bullied

*Block spam messages

*Make sure you know the person you are interacting with

Creating a Code of Conduct



Online Code of Conduct

The School District of New Berlin provides a Chromebook to all students enrolled in New Berlin West Middle and High School. All of the following rules and responsibilities must be followed, or the student will “risk the suspension of technology privileges, report to criminal authorities, legal action, and discipline up to and including suspension and expulsion for students.” (SDNB, Acceptable Use Policy)

Digital Citizenship Principle: Responsibility

By the district giving us a device, they ask us to be responsible for the hardware and software and accountable for our conduct and interactions with the device. To do so, follow the Acceptable Use Policies, including:

- Chromebooks should be charged and ready to go at the beginning of class.
 - Chargers should be cared for and not pulled from the wall or rapidly from the device's charging port.
- Chromebooks should be kept in good working condition. Nothing should jeopardize the health of the device.
 - Keep Chromebooks in a safe space like a backpack or a laptop carrier. Do not subject them to extreme conditions like heat or cold. Avoid drinking or eating while using the device.
- If something breaks or is not working correctly, you must seek assistance from TechKNOW -- (262) 789-6290 -- as soon as possible to ensure you do not miss educational activities, assignments, or assessments.

Digital Citizenship Principle: Safety





The connectedness of digital technology has its advantages, but it also has a lot of disadvantages. To be as safe as possible on our devices (both school-issued and personal). To do so, follow the acceptable use policies, including:

- Carefully create and protect passwords at all times.
 - Do not share your passwords with anyone or any other identifying information that may risk your online identity and account.
- Only use secure sites, especially when entering any kind of personal information.
 - Secure websites identify with a closed lock next to the website address or include https:// in their web address. If you have questions, check with a teacher, administrator, librarian, or adult at home.
- Be aware of where personal information is stored, including photographs and videos. Do not put anything that could compromise yourself or the school.




... a Code of Conduct

Be Responsible

-  Bring your CHARGED iPad to school
-  Carry your iPad with 2 hands
-  Keep food and drink away from your iPad
-  Use your iPad as a tool for learning

Be Safe

-  Protect private information like your:
 - Name
 - Login
 - Passwords
-  Stay on apps your teacher tells you are safe
-  Tell a trusted adult if you see something that is unsafe

ROSE GLEN ELEMENTARY SCHOOL
Community • Creativity • Collaboration • Character

Be i(n)Tune



Be Safe

 Protect private information like your:

- Name
- Login
- Passwords

 Stay on apps your teacher tells you are safe

 Tell a trusted adult if you see something that is unsafe

Be Respectful

-  Treat yourself and others with respect
-  Give credit when you use ideas of others

Be Kind

 Use kind words



 **THINK** before posting:

- Is it True?
- Is it Helpful?
- Is it Inspiring?
- Is it Necessary?
- Is it Kind?

Be Responsible

-  Bring your CHARGED iPad to school
-  Carry your iPad with 2 hands
-  Keep food and drink away from your iPad
-  Use your iPad as a tool for learning

Be Respectful

-  Treat yourself and others with respect
-  Give credit when you use ideas of others

Be Kind

-  Use kind words
-  **THINK** before posting:
 - Is it True?
 - Is it Helpful?
 - Is it Inspiring?
 - Is it Necessary?
 - Is it Kind?



15:00

Creating a Code of Conduct



1. Find your school/district's community guidelines
2. Brainstorm what you would like include in your code of conduct
3. Sign up for your own *FREE* educator account with <https://www.canva.com/education/>
4. Start designing a code of conduct for your classroom





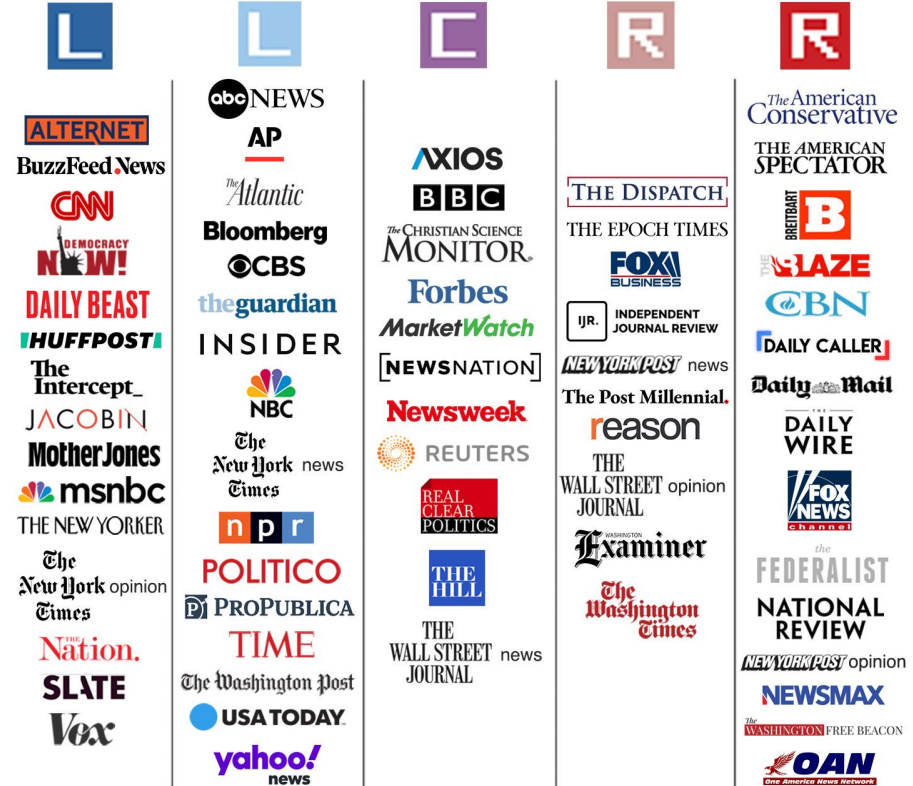
Bias

Word	Simple definition
Anchoring bias (n.)	Relying too much on the first piece of information you learn or hear
Blind-spot bias (n.)	Recognizing bias in others, but failing to recognize it in yourself
Confirmation bias (n.)	Listening to and trusting only information that confirms your beliefs
Negativity bias (n.)	Focusing on negative events at the expense of positive or neutral events
Outcome bias (n.)	Judging or evaluating a decision based solely on the outcome

Source Bias

AllSides™ Media Bias Chart™

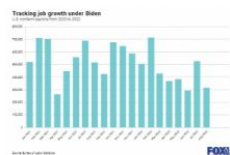
Ratings based on online, U.S. political content only — not TV, print, or radio. Ratings do not reflect accuracy or credibility; they reflect perspective only.



L LEFT L LEAN LEFT C CENTER R LEAN RIGHT R RIGHT

AllSides Media Bias Ratings™ are based on multi-partisan, scientific analysis. Visit AllSides.com to view hundreds of media bias ratings.

Version 7 | AllSides 2022



HEADLINE ROUNDUP

US Economy Added 315,000 Jobs in August

From the Right

US job growth moderates in August with 315,000 added while unemployment edges higher

Fox Business L L L L R R

From the Center

Payrolls rose 315,000 in August as companies keep up hiring pace

CNBC L L L C R R

From the Left

Labor market added 315,000 jobs in August, a bright spot in the economy

Washington Post L L L L R R





You be the journalist!

- Write a 2-3 paragraph news report based on the video.
- It should include all relevant facts, context, and information available at the time.
- It should give the reader enough information and relevant points of view to make up his or her own mind about the topic or issue.



Share your account

- What is similar in each account?
- What is different?
- What facts were used to back up each account?
- Which statements or observations reflect opinions or generalizations?



Group discussion

- What do we know (or think we know) about the events—and how do we know this?
- What assumptions did we make?
- Can we identify any examples of where confirmation bias may have been at play?



What can headlines tell us about a news source?

Gas Prices Have Fallen for 24 Straight Days. The Relief Might Only Be Temporary.

Decline in gasoline prices stems from lower demand at the pump and a drop in crude oil prices, analysts say

NATIONAL

Gas prices keep falling, but will the trend continue? Here's what experts say

US

The White House Is Already Trying To Take Credit For Falling Gas Prices. Here's Why That's Malarkey



“What does the headline reveal about the author’s biases or purpose?”

From the Center

Gas Prices Have Fallen for 24 Straight Days. The Relief Might Only Be Temporary.

Wall Street Journal (News) **L L C R R**



ANALYSIS The price of gasoline in the U.S. has fallen for 24 consecutive days after hitting a record last month. But analysts said prices might rise again if demand from drivers increases and supplies are constrained.

The average cost of a gallon of unleaded gas was \$4.72 on Friday. That is down about 6% since prices hit their highest point, \$5.02, on June 14, according to data from OPIS, an energy-data and analytics provider.

[Read Full Story](#)

Some content from this outlet may be limited or behind a paywall.

[See full media bias rating for Wall Street Journal \(News\)](#)

From the Left

Gas prices keep falling, but will the trend continue? Here's what experts say

Miami Herald **L L C R R**



ANALYSIS Gas prices are finally coming down from their record highs, but will it last?

The answer so far isn't too clear. For the 28th consecutive day, prices at the pump fell Tuesday, July 12, when the national average hit \$4.66 per gallon, down 36 cents from June's record-breaking high of \$5.01 per gallon, data from AAA shows.

Oil prices, too, are starting to drop. As of July 12, the price for a barrel of oil dipped below \$100 for the first time since May 10, according to The Wall Street...

[Read Full Story](#)

Some content from this outlet may be limited or behind a paywall.

From the Right

The White House Is Already Trying To Take Credit For Falling Gas Prices. Here's Why That's Malarkey

The Daily Caller **L L C R R**



ANALYSIS A Biden administration economic official credited President Joe Biden's policies for a recent decrease in gas prices despite the fact that the fall in prices is largely due to diminished demand and fears of a global recession, according to a CNBC news clip posted to Twitter.

Jared Bernstein, a member of the White House council of economic advisers, said that the price of gas nationwide is down by more than 30 cents from its peak due to Biden's efforts to increase the supply of oil in a TV interview Monday. The drop in gas...

[Read Full Story](#)



“Compare and contrast the front pages of newspapers.

What is the same? What is different?”



[Freedom Forum/Newseum](#)

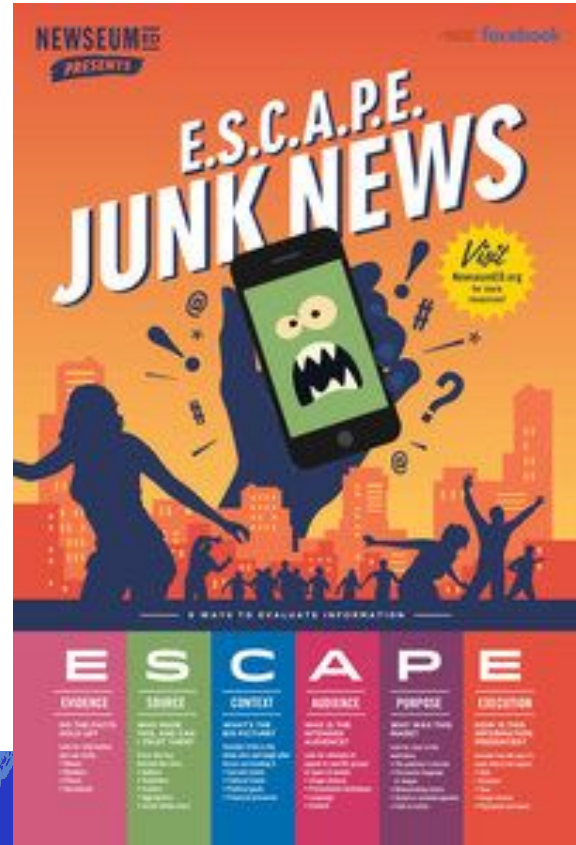




Provide students with a copy of the E.S.C.A.P.E. acronym:

- E = Evidence -- Do the facts hold up?
- S = Source -- Who made this and can I trust them?
- C = Context -- What's the big picture?
- A = Audience -- Who is the intended audience?
- P = Purpose -- Why was this made?
- E = Execution -- How is this information presented?

The E.S.C.A.P.E. PDF can be found [here](#) when you sign up for a free account.





EXAMPLE LESSONS:





**Voter fraud is not a major issue
in the United States.**

Research Activity



Let students know that this is what historians and political scientists do -- they use evidence to prove or disprove something.

Provide students with sources to start their research. The sources should be from multiple perspectives.

Students are welcome to find other sources, but they must be from sources classified as left of center, center, or right of center. Other sources will not be counted as sources.



Part 2: Instructional Design – Assessment



- Students should write a response to the statement using their research.
- Students should make a claim, provide evidence, and give reasoning.
- Students must cite their sources (informally) and appropriately use the source within their response to receive full credit.
- If outside sources are from the far ends of the political spectrum, they will not be counted.



Part 3: Work Samples



A.K. -- 11th Grade

Every human can understand that voter fraud does exist, yet we take it to the next level of is this a massive effect on our country. Some of us only take the easy information such as a simple tweet or statement and take it as evidence, but what they fail to recognize is talk can be a bunch of lies or unprovable sources. I overall believe while voter fraud exists it is not a major problem for the United States, and here are a few reasons why. First off, taking a look at the source BBC news, when reading I had seen within each state our current president, Donald Trump, made remarks of false applications. As seen in Ohio he had tweeted "In Ohio, 50,000 ballots were wrong, fraudulent, 50,000." Though understanding voter fraud wouldn't make an impact in the overall election, where is the proof of these people? Where can we track down the 50,000 people who had lied in this vote? These false statements towards the American citizens about lying in their votes seem to put more unnecessary news out there. As a result, it only worries the people and makes them believe in things that have no proof. In order to understand that voter fraud is truly happening, the people need evidence, such as identification of who did it. Something like this shouldn't be falsely dragged into our country when overall it isn't affecting the election. Next, on the website Brennan Center, they share about voter fraud, and one quote that stuck out states "Numerous other studies, including one commissioned by the Trump administration, have reached the same conclusion." The conclusion was fraud turns out to be, in their words, "baseless." In the end, voter fraud is going to be brought up during election time yet it's up to us as the people to not let it destroy us.





INCA LESSON/ANALYZING SOURCES THROUGH A HISTORIC LENS



WISCONSIN BIOGRAPHIES



Building Background Knowledge Webinar Series

PBS Wisconsin Education is adding to the lineup of Wisconsin Biographies soon! In order to support teachers in building their background knowledge about our next new releases, we will host two webinars to support teaching with the upcoming Wisconsin Biographies resources.

- **Buddhism and Tibet with *Wisconsin Biographies***

(Tues. Feb 14, 4:00 - 5:30 p.m.)

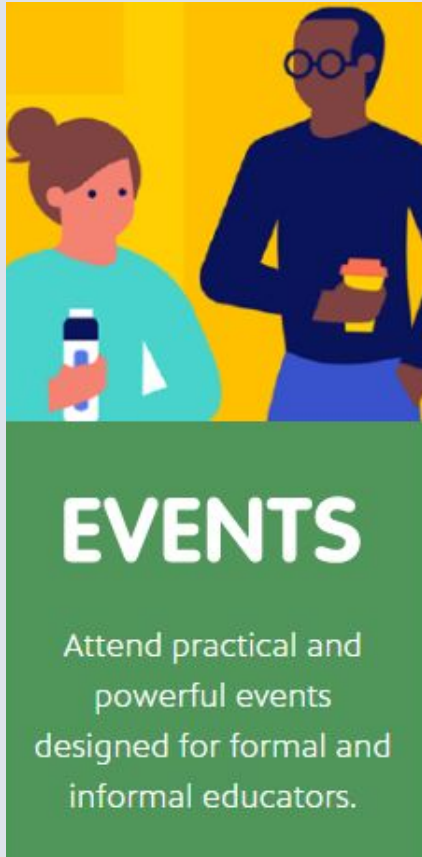
Build your background knowledge and meet Geshe Lhundub Sopa, teacher and founder of the Deer Park Buddhist Center.

- **Islam and Palestine with *Wisconsin Biographies*:**

(Mon. March 13, 4:00 - 5:30 p.m.)

Build your background knowledge and meet Mahmoud Othman Atta, community leader and founder of the first Mosque in Milwaukee.

pbswisconsineducation.org/events

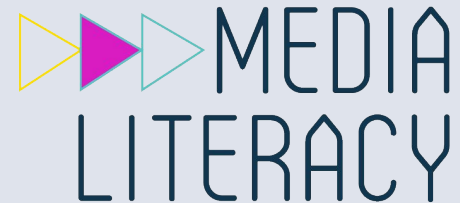


Media Literacy Webinar Series

Join PBS Wisconsin Education for three sessions on implementing media literacy in the classroom and develop strategies to teach students how to be savvy consumers of information and media.

- **Media Literacy for Grades 3-5**
(Wed. March 22, 4:00 - 5:30 .p.m)
- **Playful Media Literacy in Early Learning**
(Mon. April 3, 4:00 - 5:30 p.m.)

pbswisconsineducation.org/events



Upcoming EdCamp events



aka Teacher LIVE: a virtual EdCamp on Sustaining Classroom Communities (Mon. Feb 20, 4:00 - 5:30 p.m.) Join the PBS Wisconsin Education *aka Teacher* podcast hosts as they share insights on sustaining classroom communities throughout the school year and then invite you to share ideas with one another in EdCamp style discussions.

Play is the Way EdCamp for Early Childhood Educators (Sat. March 4, 8:00 a.m. - 1:00 p.m.) Join us at the Community Early Learning Center in Appleton for a free, informative, and fun morning of learning. PBS KIDS Edcamps provide early childhood educators a space to share, collaborate, and learn from each other while earning Registry credit.

pbswisconsineducation.org/events





Thank you!

Michael Harwell

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Kate Van Haren

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