

# ABOUT HIDDEN SPARKS

**Hidden Sparks** is a non-profit whose purpose is to help children with learning differences reach their full potential in school and life. Hidden Sparks supports professional development for Jewish day schools to help increase understanding and support for diverse learners.

Hidden Sparks' programs combine school-based professional development in learning and positive behavioral support, classroom observation and coaching. Our philosophy is that by helping teachers meet the needs of struggling students, ultimately *all* students will benefit.

Now in its 10th year, Hidden Sparks has trained **190 coaches** in **65 Jewish day schools** in New York, New Jersey, Baltimore, Boca Raton, and Chicago, and 4 Israeli cities (Jerusalem, Modiin, Ramle, Ra'anana).

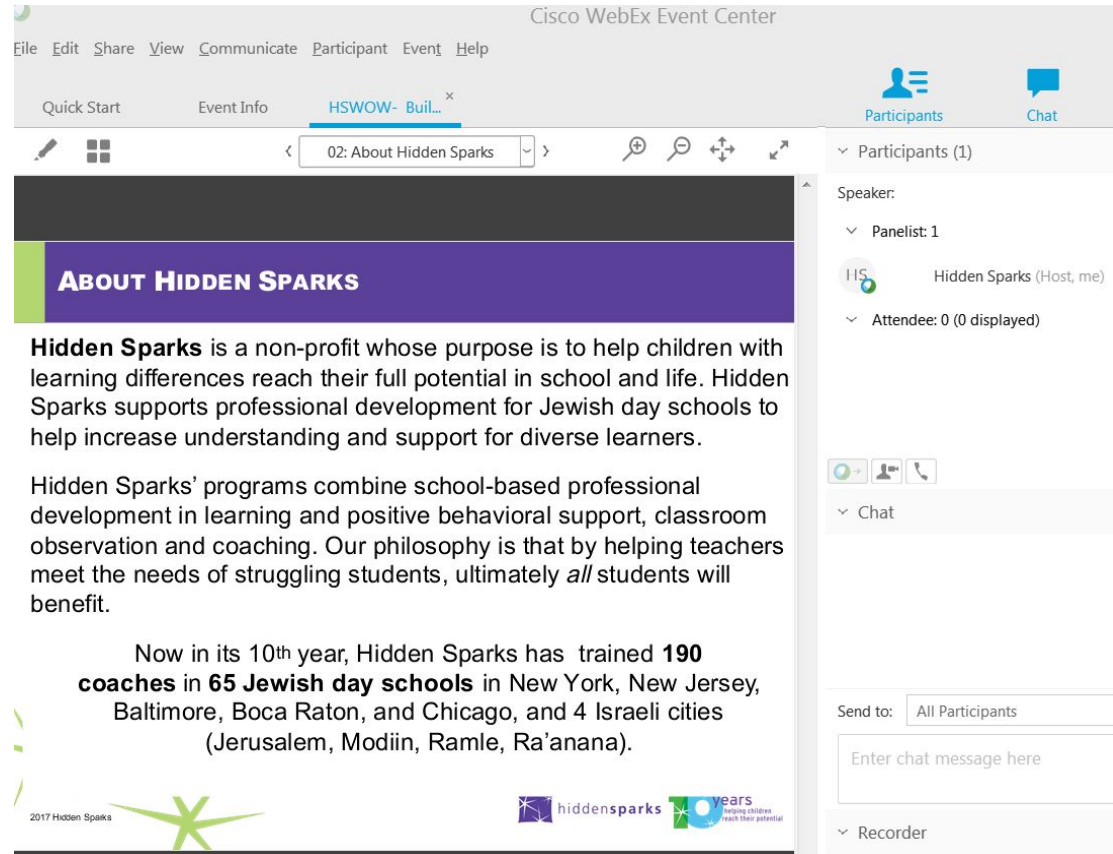


# Welcome to Hidden Sparks Without Walls. We will be starting shortly...

To alleviate background noise your phones have been automatically muted.

Questions and comments can be submitted via the **CHAT FEATURE**.

While we are waiting, activate the chat feature by clicking on the chat tab that is located on the upper right hand side of your screen.



The screenshot shows a Cisco WebEx Event Center window. The main content area displays a slide titled "ABOUT HIDDEN SPARKS". The slide text reads: "Hidden Sparks is a non-profit whose purpose is to help children with learning differences reach their full potential in school and life. Hidden Sparks supports professional development for Jewish day schools to help increase understanding and support for diverse learners. Hidden Sparks' programs combine school-based professional development in learning and positive behavioral support, classroom observation and coaching. Our philosophy is that by helping teachers meet the needs of struggling students, ultimately *all* students will benefit. Now in its 10th year, Hidden Sparks has trained **190 coaches** in **65 Jewish day schools** in New York, New Jersey, Baltimore, Boca Raton, and Chicago, and 4 Israeli cities (Jerusalem, Modiin, Ramle, Ra'anana)." The slide footer includes "2017 Hidden Sparks" and logos for "hiddensparks" and "10 years helping children reach their potential". On the right side of the WebEx interface, there is a sidebar with "Participants (1)" showing "Hidden Sparks (Host, me)" and "Attendee: 0 (0 displayed)". Below this is a "Chat" section with a "Send to: All Participants" dropdown, a text input field "Enter chat message here", and a "Recorder" button.

hiddensparks  
without walls

*Technology and Resulting Changes in How  
Our Children Think and Learn: Implications  
for Parents and Educators*

**With Dr. Rona Novick  
October 25, 2017**



**hiddensparks**  
helping children reach their potential™

## Our Guest:

**Rona Milch Novick, PhD**, Co-Educational Director, is the Dean of the Azrieli Graduate School of Jewish Education and Administration at Yeshiva University and holds the Raine and Stanley Silverstein Chair in Professional Ethics and Values. She served for many years as the Coordinator of Child Psychology in the Division of Child and Adolescent Psychiatry at Schneider Children's Hospital and as the Clinical Director of the Alliance for School Mental Health, providing outreach services, treatment and training to schools, families and communities. She developed the BRAVE bully prevention program and is a trained cognitive behavior therapist with her own private practice. As one of two educational directors for Hidden Sparks, Dr. Novick provides training, supervision and ongoing mentoring to the Hidden Sparks teams of coaches, principals and Internal Coaches. Dr. Novick has been featured in an ELItalk.



hiddensparks



# Overview of the Session

***Technology is here to stay, and it is very much a part of our children's and students' lives and learning.***

***This session will explore how technology is changing how we teach and learn, and how parents and educators can and should adapt to a technological landscape.***



# Session Goals

1. Understand prevalence of technology
2. Understand impact of technology on teaching and learning
3. Consider benefits and challenges of technology
4. Consider best practices to maximize learning and growth in technological environment



# Consider this

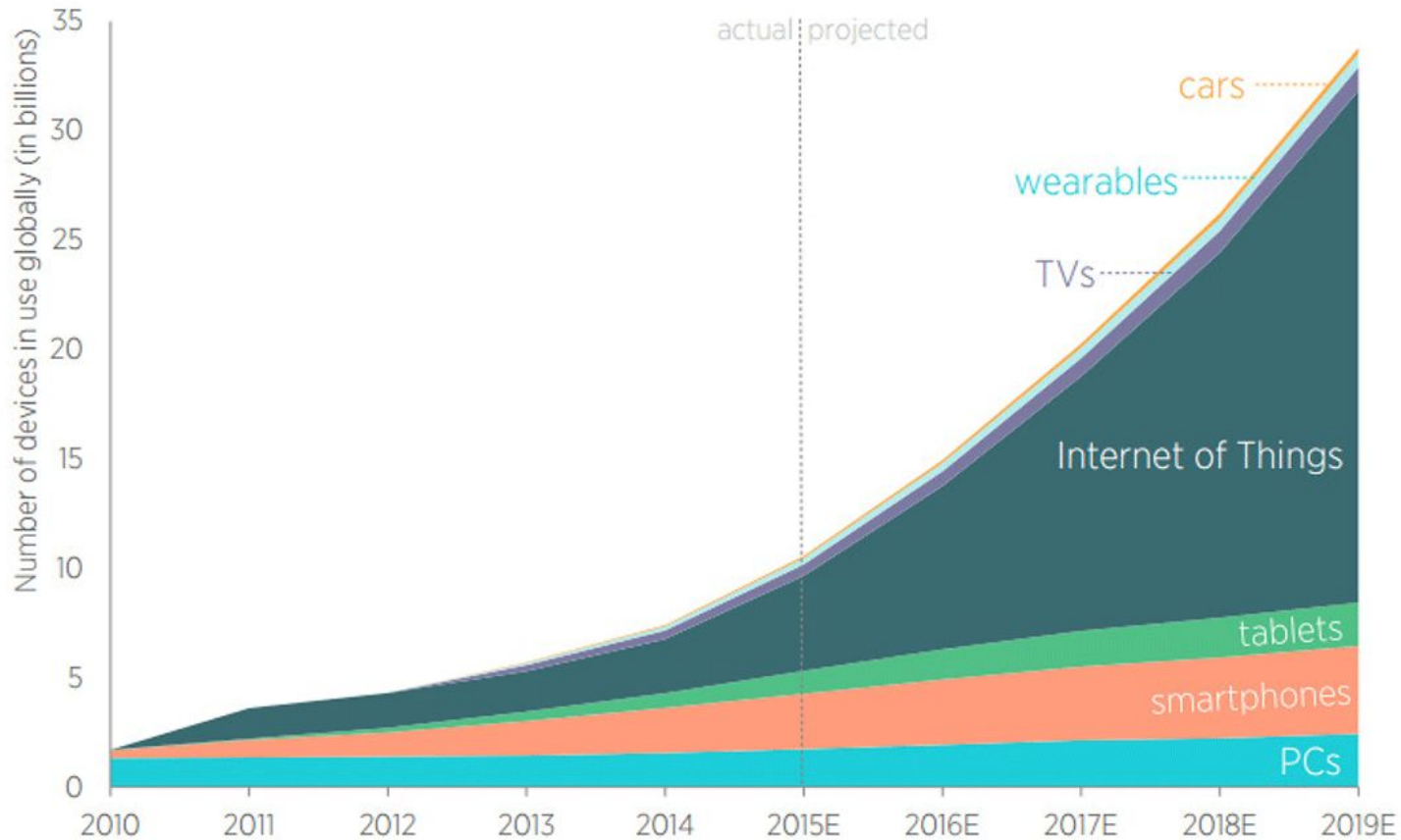


**Today, as you went through your day.....**

- How many times did **you** use a technological device?
- How many items did **you** use that have a computer chip?
- How many items did **you** use that have wireless or other connectivity?
- How would **your** parents, grandparents, children, answer the question?

# Where/How Are We Connected?

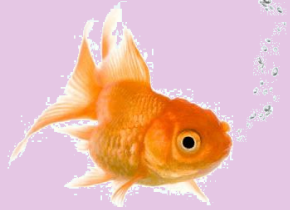
Figure 2. The Internet of Everything: Devices in Use Globally



Source: John Greenough, "The Internet of Everything 2015," *Business Insider Intelligence*. Produced by Adam Thierer and Andrea Castillo, Mercatus Center at George Mason University, 2015.



# Multiple choice – Let's vote



A goldfish has an attention span of:

- a)** 2 seconds
- b)** 9 seconds
- c)** ½ second



An average human has attention span of:

- a)** 5 seconds
- b)** 15 seconds
- c)** 8 seconds

# This is Your Brain . . . On Technology

**12 experienced vs. 12 novice web surfers doing an internet search:**  
Brain scan shows experienced “surfers” had area of the frontal lobe light up – and much more diffuse areas of the brain “lit up”



**After surfing for 1 hour per day, for six days, novice brains looked just like the experienced “surfers”.**

**Technology is changing our brains**

# Shallow vs. Deep Thinking

- We were scuba divers, interested in & able to dive deeply into complex areas. We have become jet skiers, skimming the surface (Nicholas Carr, *The Shallows*).
- Introduction of "older" technologies such as television resulted in decreases in children's attention and imaginative skills (Taylor, 2012).
- Psychologists worry about internet - "distraction is the norm, consistent attention is impossible, imagination is unnecessary, and memory is inhibited" (Taylor, 2012).



# Reading – Some Plus and Minus Research Findings

- Hypertext potential of online reading "fosters a flexible pattern of discovery which promotes greater cognitive effort on the part of readers, who must develop frameworks based on personally selected paths" (Uso-Juan & Ruiz-Madrid, 2002).



- Benefits are balanced against findings that on-screen reading correlates with information overload and distraction, and decreases in in-depth processing (Wieczorek, et al., 2014).

# The Good News – Emerging Skills

- 1.** Frequent use of search engines, while decreasing memory of details, increases memory for how to locate information.
- 2.** May be that as brains are required to retain fewer facts, may develop greater higher-order processing skills-contemplation, critical thinking, problem solving (Taylor, 2012).
- 3.** These higher-order skills are particularly relevant for Jewish learning, which has never considered simple memorization as the end-goal of study.



# Here to Stay – Challenge or Opportunity

- Learners who are technologically comfortable and competent present opportunities for learning facilitated by technological advances.



- Good teaching and learning are *timeless*.
- Technology *cannot* replace good teaching and learning.
- Technology *may* **engage, accommodate, network, expand.**

## Would students prefer this:

*Name: \_\_\_\_\_*

- 1. Write the names of at least 5 of Joseph's brothers:*

\_\_\_\_\_

- 2. Who said to throw Joseph into the pit and not kill him?*
- 3. What did the slave traders have with them?*
- 4. What did Joseph do in pasuk gimel?*
- 5. What does Rashi say about Potiphar?*

## Or this?

Animated version of Joseph's story where you can click on various icons to engage with the story.





# Engaging Students Through Technology

- Product (visually engaging)
- Process – can allow student to create, change, etc.
- Various modalities can be involved – visual, auditory, tactile - gamification
- Enormous amount of material available
- Student input possible and has immediate impact



# Accommodating Through Technology

- 1)** As simple as enlarging text
- 2)** As complex as programs that use your responses to determine next learning challenges
- 3)** Ability to change modality (i.e. vocalize text, subtitles for audio, etc.)
- 4)** Can easily individualize/tailor learning



# Networking Through Technology

- Connecting to other learners
- Connecting to parents, community, others
- Connecting to places, resources



# Expanding Learning Through Technology

- Any passion can be pursued
- Any country visited
- Any knowledge found
- Apps designed by teens!



# What's a Parent/Educator to Do?

- Recognize BOTH challenge and opportunity of technology
- Recognize as cyber-immigrants, we may need children to teach US!
- Despite their advanced abilities, adults are always in charge and must be vigilant to keep children/teens safe
- Recognize that a diet of ONLY technology is not healthy



# Upcoming Hidden Sparks Without Walls Sessions

For Parents Wed. Nov. 1, 2017	<i>ABC's of Advocacy: How to be your Child's Best Advocate</i> <i>Presented by Susan Schwartz</i>
For Parents and Teachers Tue. Nov.28, 2017	<i>It's All in the Timing: Teaching Time and Task Management</i> <i>Presented by Sara Ward</i>

**If you are interested in bringing  
Hidden Sparks  
to your school or city, please contact us:  
[212-767-7707](tel:212-767-7707) or [sara@hiddensparks.org](mailto:sara@hiddensparks.org)**



# Contacting Hidden Sparks

## Contact Presenter:

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## Contact Hidden Sparks:

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