Summer 2012

Implementing I-Books into Classroom Instruction

Presentation By : Rayla Hunt

History

-Rayla Hunt
-Born: Shreveport, Louisiana
-Raised: Baton Rouge, Louisiana
-Education: Bachelors of Science in Biology from Southern University and A&M College May 2005
Currently working on Masters of Arts in Educational Leadership from Southern University and A&M College
-Teaching Experience: 4 years (and counting) teaching Biology, Physical Science, Earth Science, and Life Science

Working with I-books

Creating an I-book is simple and you can create your lessons while capturing the students attention.

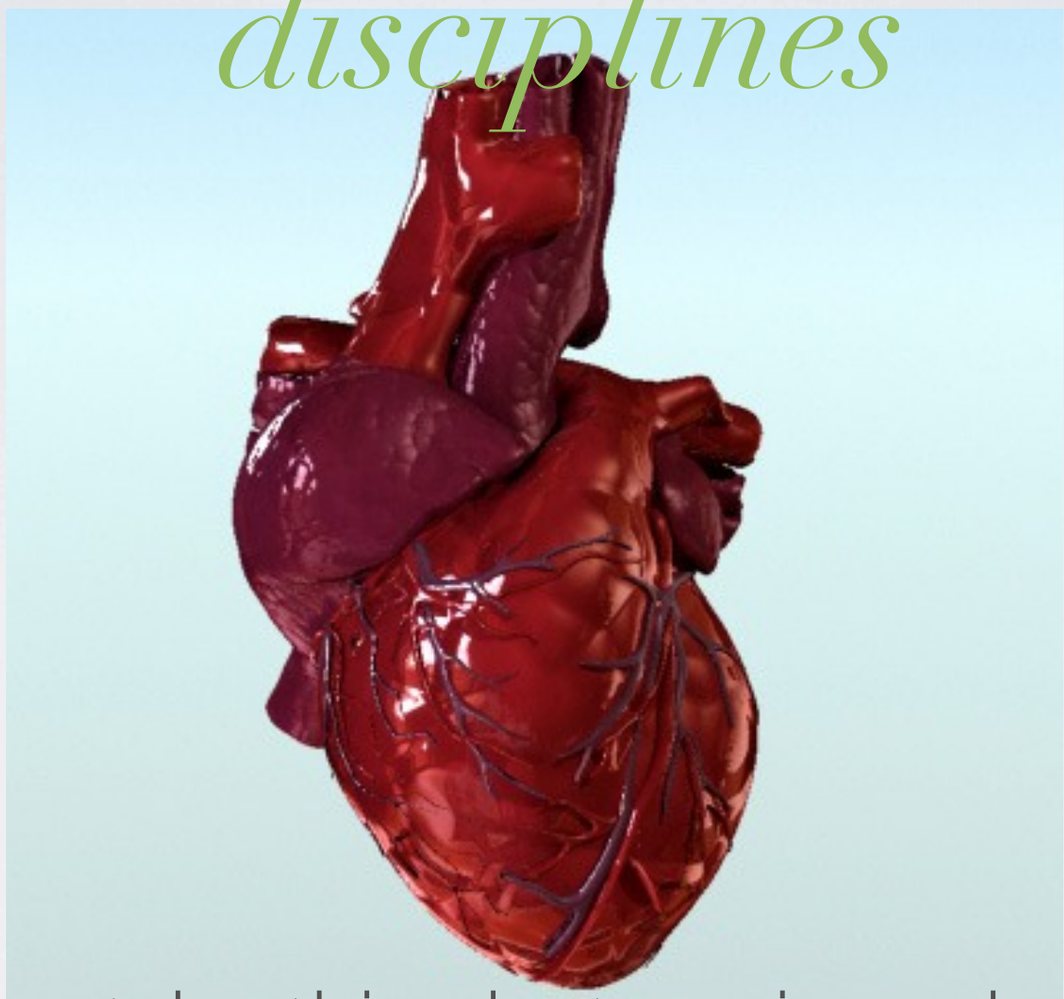
Integrating I-books into various disciplines

You can create a simple I-book before each lesson and have the students re-create what you have already done.

Studies have shown that students who use technology excel at a higher rate on standardized test than those who do not.

This incorporates technology into your lesson and creativity. This teaches students independence in learning.

Integrating I-books into various disciplines



-In I-Books you can take this photo spin and zoom it in for a close up on smaller structures in the heart.
-Utilizing a model of the heart gives an in depth look at the heart, it integrates your teaching strategies creating a virtual classroom

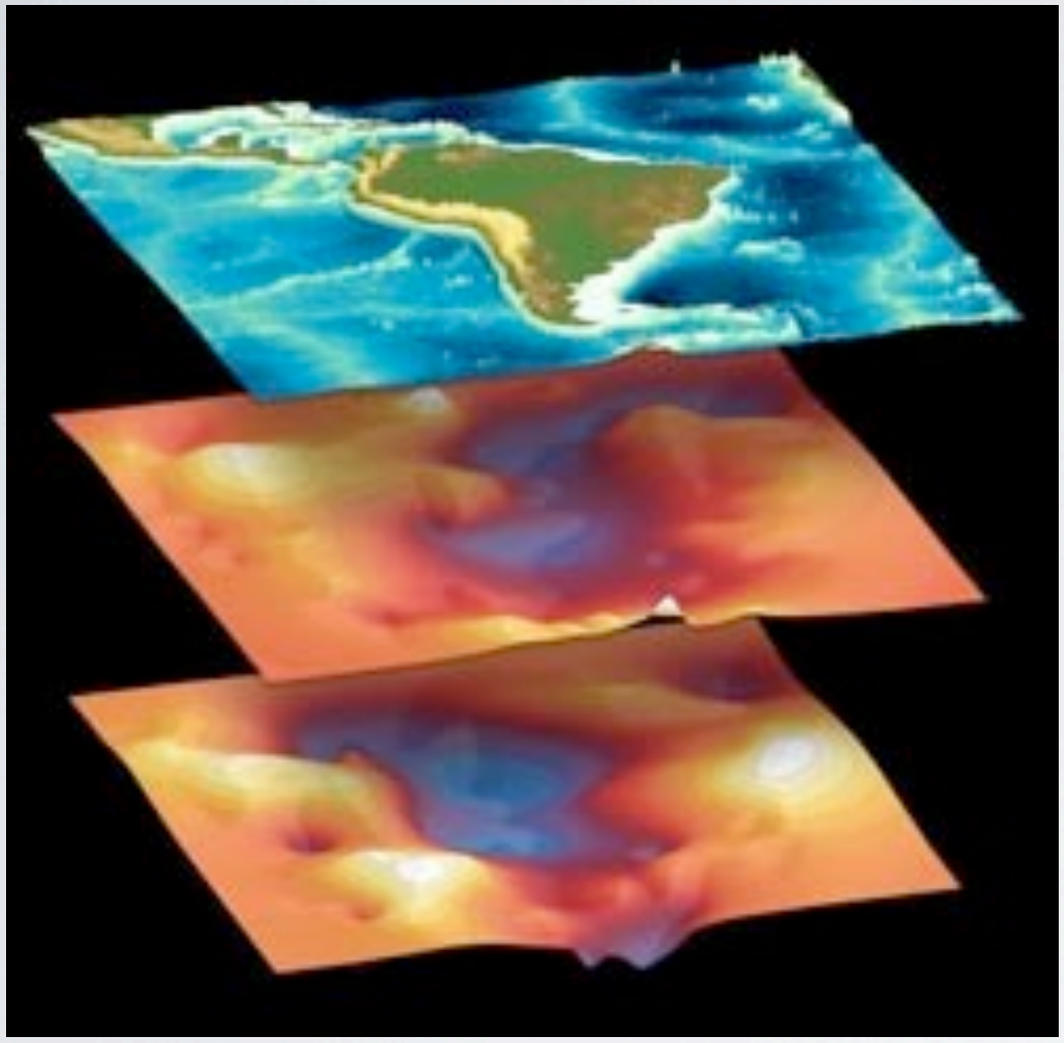
Integrating I-books into various disciplines

Teachers can do an activity that allows the students to be creative with the Unit you are working on.

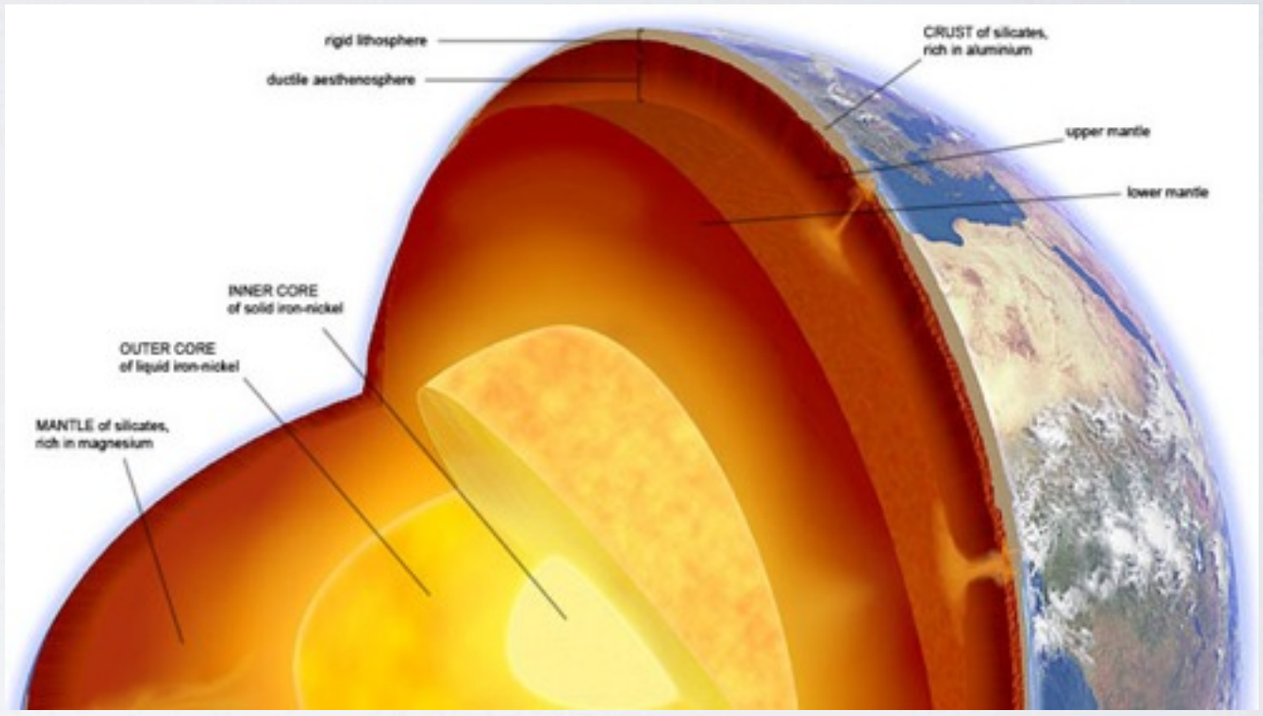
Students can create their own projects in I-books and present them to the class.

Teachers can create mini lessons in I-books with questions the students can answer themselves, video tutorials, and 3D images. Teachers can utilize I-books for differentiated instruction and create various tutorials for the 4 learning styles.

3D- IMAGES

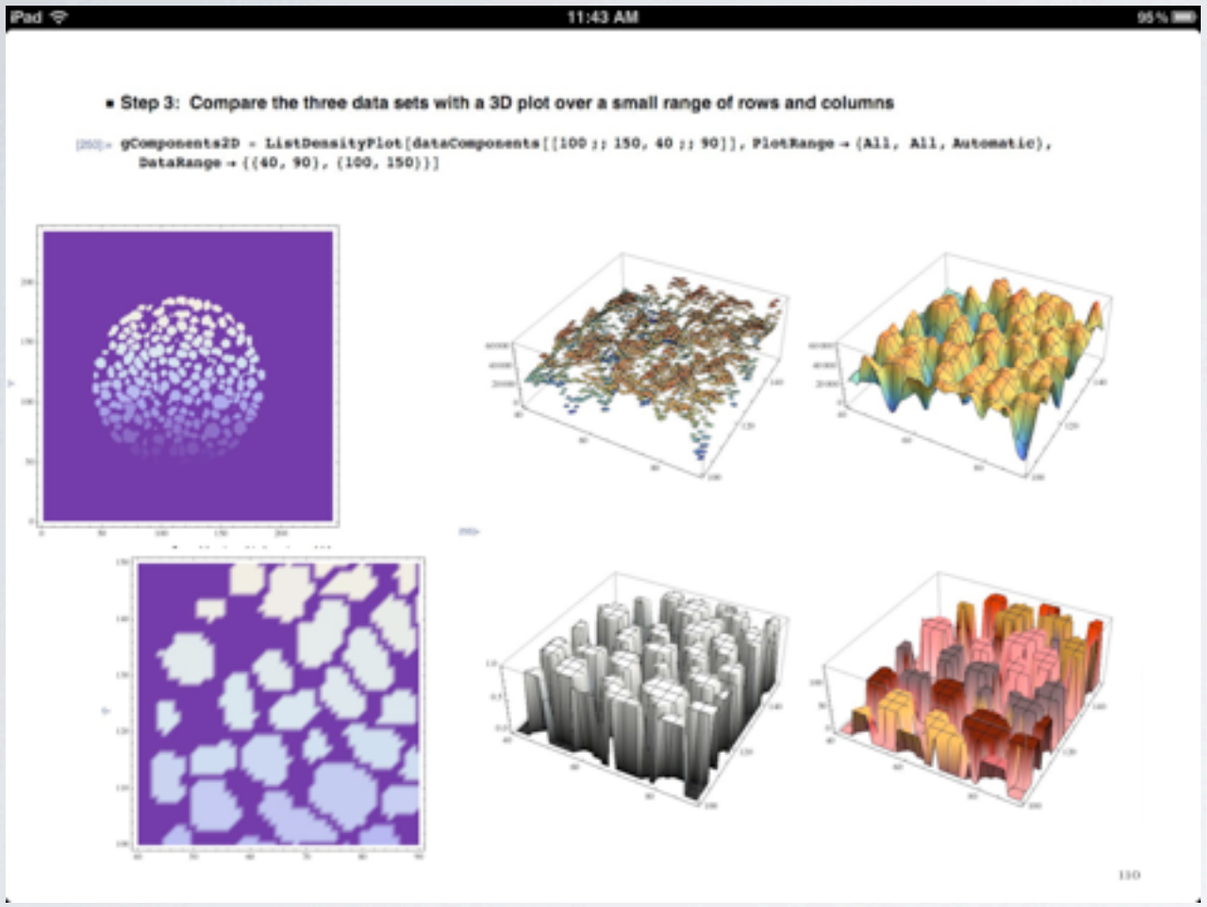


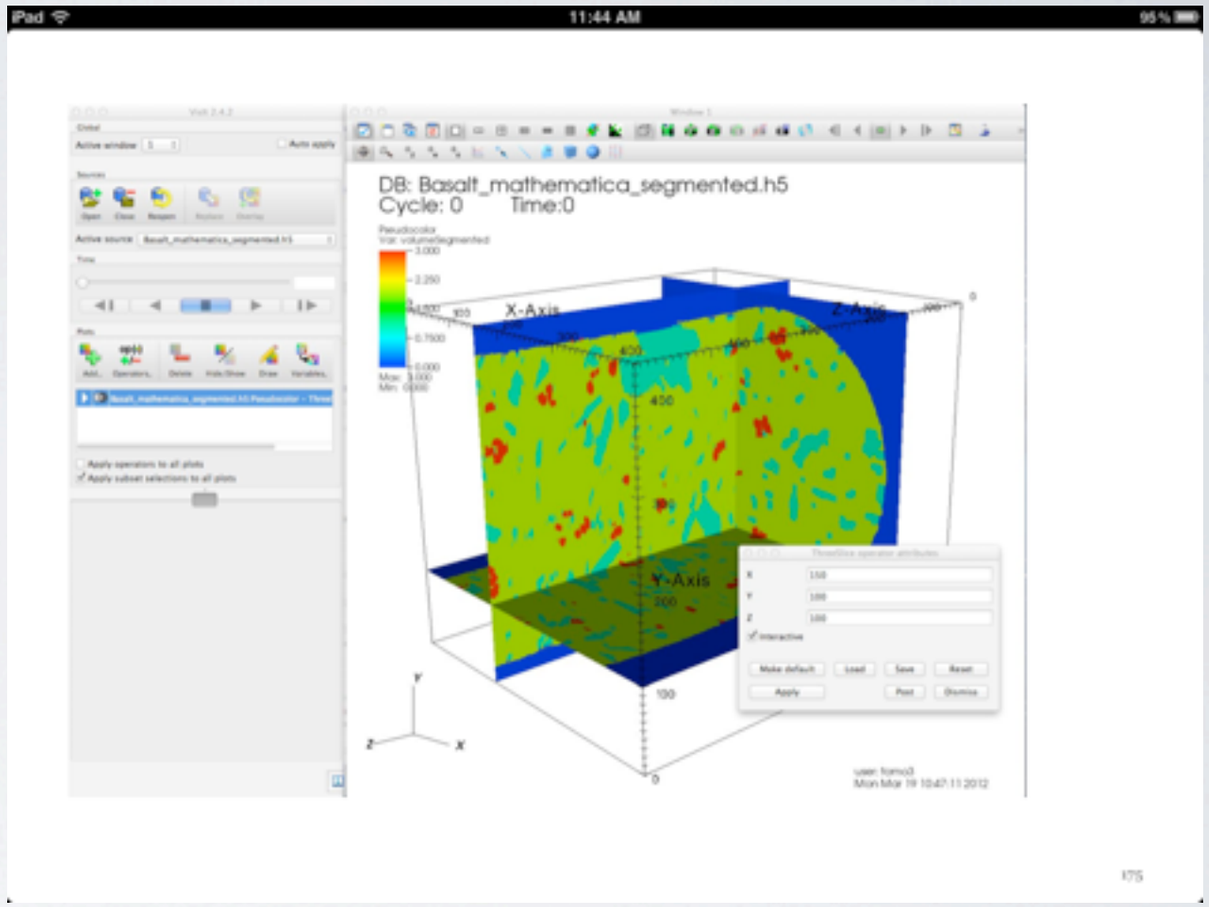
Earth's Interior



Using images in 3D makes concepts come to LIFE!

INSERTS FROM DR. BUTLERS BOOK

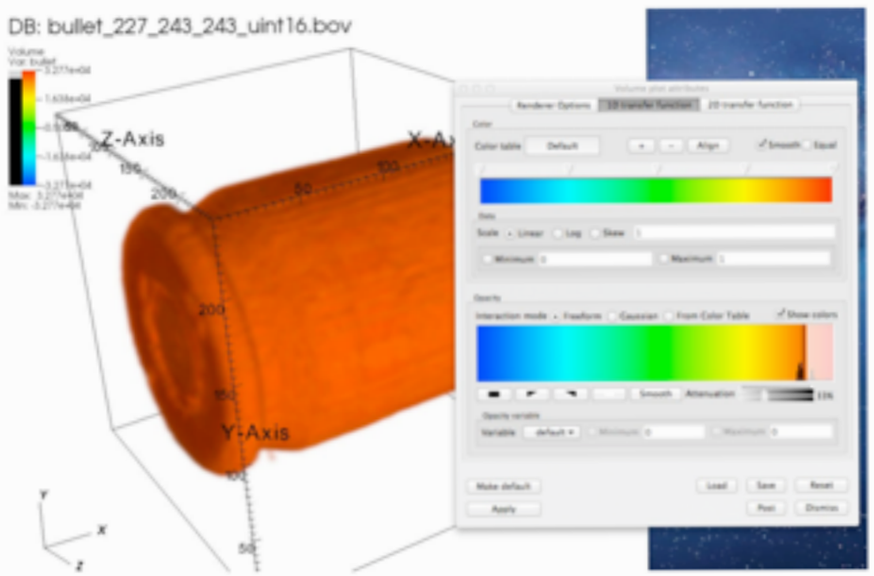




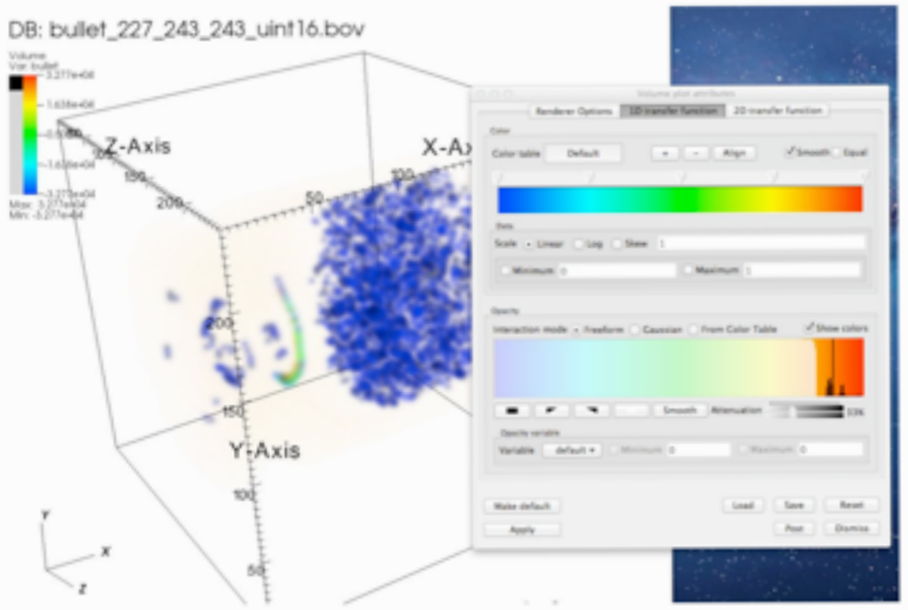
Simulating Images using ImageJ, VisIT, and Mathematica

INSERTS FROM DR. BUTLERS BOOK

First, show the very high-intensity numbers. Looks ok at first.



Second, show the low-intensity numbers. Problem: the propellant grains are supposed to be the highest intensity voxels. The numbers above 2^{15} were converted to negative values.



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