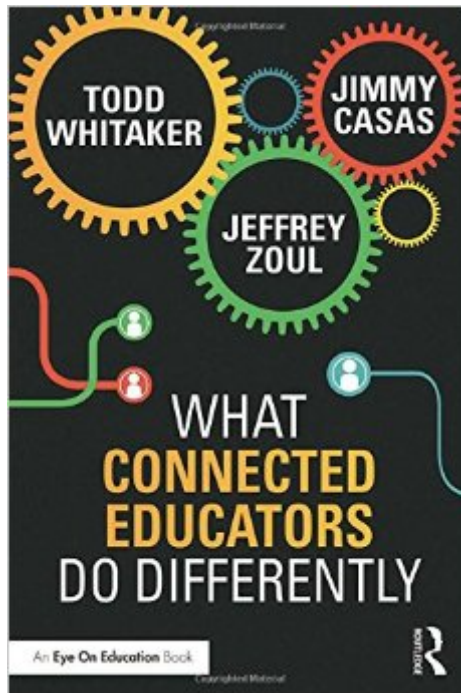


The book was found

# What Connected Educators Do Differently



## Synopsis

Todd Whitaker, Jeffrey Zoul, and Jimmy Casas are widely acclaimed experts on teaching and leading and are pioneers in the education twitterverse, and now they are sharing their best practices! In *What Connected Educators Do Differently*, they show how being a connected educator •by using social media to connect with peers across the country and even across the globe• will greatly enhance your own learning and your success in a school or classroom. Youâ™ll find out how to create a personal and professional learning network to share resources and ideas, gain support, and make an impact on others. By customizing your professional development in this way, youâ™ll be able to learn what you want, how you want, when you want. Best of all, youâ™ll become energized and inspired by all the great ideas out there and how you can contribute, benefiting both you and your students. Whether you are a teacher or school leader, you will come away from this book with step-by-step advice and fresh ideas to try immediately. Being a connected educator has never been easier or more important than it is right now!

## Book Information

Paperback: 172 pages

Publisher: Routledge (February 20, 2015)

Language: English

ISBN-10: 1138832006

ISBN-13: 978-1138832008

Product Dimensions: 6 x 0.6 x 8.9 inches

Shipping Weight: 9.9 ounces (View shipping rates and policies)

Average Customer Review: 5.0 out of 5 starsÂ Â See all reviewsÂ (24 customer reviews)

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## Customer Reviews

Make it Mandatory! Students in the Schools of Education should be required to read this book. While there are many ways to connect through the internet, all teachers will be inspired by Whittaker, Casas, and Zoulâ™s, âœWhat Connected Teachers Do Differentlyâ•. Inspired not just about how technology brings teachers and schools together, how the book reinvigorates oneâ™s love for teaching. Readers are inspired when authors tell them, âœ...to take pride in the fact that you do

have unique talents and experiences, (that) others not only can, but will, learn from you.” (p.6) The book is full of tips and ways to effectively use social media tools. For example, a school might consider having more than one Twitter account. “Possibilities include an account for the principal, student club/activities, athletics, fine arts, and even parent/booster account(s).” (p. 31) One of the best parts about the book is the end of the chapters. The authors have compiled three sections that bid interaction. The first section is called “Follow 5” and offers the reader five different examples of the concepts that the authors are describing. The examples are of teachers, administrators, and professionals modeling these best practices. Along with a brief description of how the model utilizes the concept, the authors give out the twitter handles for each of these modelers as a way for readers to directly connect. The authors have added a second end-of-chapter resource in the “Find 5” section. This section shares and describes links to resources that are pertinent to a chapter’s content. For example, the first chapter, “Invest in P2LN” has the resource called “Twitter in 60 Seconds.”

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