

The Edge-ucators Way

Leveraging Web 2 for Authentic Learning

Overview

Web 2.0 technologies facilitate new and exciting ways to teach and learn. Beginning with what we know about how students learn best, participating teachers use Web 2 technologies to create real, rich and relevant learning environments for their students (a new “3Rs”!). Participants will use blogs as an online platforms to serve rich media content such as videos and podcasts. Central to this 2-day workshop are two core strategies developed by Tom March to integrate research-based pedagogies with powerful personal learning tools.

The Four Requirements for Successful Digital Learning

1. **Smart Online Environment**
2. **Easy integration of Rich Resources**
3. **Digital Learning Pedagogy**
4. **Self-managed Learning Framework for students**

1. Smart Online Environment

- Your current space or Wordpress.com
- Get a Blog
- Modify the Blog’s Appearance
- Settings for success
- Making a Post – embedding YouTube
- Creating a Page

2. Rich Resources

- YouTube / TubeChop
- TED Talks
- Get a Diigo Account
- RSS Feeds from Netvibes
- Set up a page of feeds
- Add it as a Pagecast link from your blog
- iTunes – browse and subscribe

3. Digital Learning Pedagogy

- Dispositions, Habits of Mind, Intrinsic Motivation
- Look to Learn
- ClassPortals
- WebQuests 2.0

4. Self-managed Learning Framework for students

- CEQ•ALL
- The Remembered 20%
- Map Skills to Hit 50
- The Students’ Half

Day 1 - Online Space and Rich Resources (Web 2.0)

Activities: Online Space

Setting up your online space

- Get a Blog: <http://ozline.com/entry/strategies/tutorials/get-a-blog/>
- Make a Post: <http://ozline.com/entry/strategies/tutorials/add-a-post/>
- Change the theme: <http://en.support.wordpress.com/themes/>
- Comments: <http://en.support.wordpress.com/settings/discussion-settings/>
- Siderbar widgets: <http://en.support.wordpress.com/topic/widgets-sidebars/>
- How-to Videos from Wordpress: <http://wordpress.tv/category/how-to/>

Activities: Rich Resources

Embedding Videos

- Embed Youtube: <http://en.support.wordpress.com/videos/youtube/>
- Use `&rel=0` after the YouTube address to stop related videos
- Embed other videos:
 - DailyMotion: <http://www.dailymotion.com>
 - Google Video: <http://video.google.com/>
 - TED – browse: <http://www.ted.com/talks/browse>
- Use TubeChop? <http://tubechop.com> to shorten / show YouTube videos

Look to Learn

- Sample #1: Miniature Earth:
 - <http://ozline.com/l2l/2010/08/miniature-earth/>
- Sample #2 VisionSHIFT and Whose Future Post:
 - <http://ozline.com/l2l/2009/06/whose-future/>
- The “Look to Learn” approach: <http://ozline.com/l2l/about-2/>
- Sample Prompts: <http://ozline.com/l2l/sample-prompts/>
- Harvard Visible Thinking Routines:
 - http://pzweb.harvard.edu/vt/VisibleThinking_html_files/03_ThinkingRo

Performance Task #1:

Make your Own Look to Learn activities (create 1 – 3)

<http://ozline.com/l2l/sample-prompts/>

Configuring your Blog

- Using Categories and Tags
- Discussion Settings
- Revisiting Themes
- Sidebar Widgets (Pages, Links, Categories, Tags, Meta)

Presentation – Learning in our Digital Era

What’s critical for Digital Learning to Succeed?

Day 2 - Digital Learning Pedagogy & Curriculum

Add Rich Resources

Really Simple Syndication (RSS) Feeds – Netvibes.com

- Netvibes Tour: <http://tour.netvibes.com/overview.php>
- Tom's Asia Page: [http://www.netvibes.com/tmarch#Tom's Asia Resources](http://www.netvibes.com/tmarch#Tom's_Asia_Resources)
- Use: Podcast, Anything Flake, embed all codes

Add Podcast Players - iTunes

- How to embed Podcast Player:
<http://ozline.com/entry/strategies/tutorials/adding-a-podcast-player/>
- Explore
 - Audio: [ABC's Background Briefing](#), [BBC Documentaries](#), [NYTimes Front Page](#),
 - Video: [National Geographic's Dangerous Encounters](#), [Washington Post Video News](#), [The Onion](#)

Bookmarks - Diigo

- Join Diigo - <https://secure.diigo.com/sign-up>
- Get the toolbar - <http://www.diigo.com/tools>
- Consider getting an Educator account - <https://secure.diigo.com/education>
- Join some groups

Pedagogical - Supporting Self-managed Learning

CEQ • ALL / Seek all!

- <http://ozline.com/entry/strategies/ceqall/rationale/>
- CEQ•ALL Rubric (pdf) http://ozline.com/docs/ceqall_rubric.pdf
- Profiles (pdf): http://ozline.com/docs/CEQALL_profiles.pdf
- Csikszentmihalyi's Conditions of Flow (pdf):
<http://academic.udayton.edu/jackbauer/CsikFlow.pdf>
- Flow overview: <http://pursuit-of-happiness.org/pursuit-of-happiness/history-of-happiness/csikszentmihalyi>
- Deci & Ryan's Theory: <http://www.psych.rochester.edu/SDT/theory.php>
- Harvard's Visible Thinking:
http://www.pz.harvard.edu/vt/VisibleThinking_html_files/VisibleThinking1.html
- Marzano's Dimensions of Thinking:
<http://www.mcrel.org/dimensions/whathow.asp>
- Costa's Habits of Mind pdf:
http://www.habitsofmind.org/system/files/HoM+Summary+Outline_1.pdf

ClassPortals

- What is a ClassPortal? <http://ozline.com/entry/strategies/classportals/>
- Chapter 1 - <http://ozline.com/entry/strategies/classportals/chapter-1/>
- Why ClassPortals? <http://ozline.com/entry/writings/why-classactportals/>
- Using a Blog as your ClassPortal (create a new blog?)

WebQuests 2.0

- “Is You or Is You Ain’t a WebQuest?” WebQuests.org / Zunal.com
- Reading: [What WebQuests Are \(Really\)](#).

Activities

- [WebQuest 2.0](#) site
- [Tom’s Current WebQuest 2.0 Process](#) (pdf)
- Use the article above and the [Designing a WebQuest 2.0](#) (doc) and the links below as a guide.

WebQuests .9 & 1.0

- [Bernie’s Original WebQuest Structure](#)
- The World’s first public “WebQuest” (not)
- Tom’s Filamentality / Web-and-Flow Modifications ([template](#))
- Other Web-based Learning Scaffolds: [Definitions](#) and [Examples](#)
- Tom’s *Educational Leadership* rant about [Real WebQuests](#)
- Bernie weighing in on [“Real WebQuests”](#)

Real, Rich & Relevant Learning



“Word Magic” or the “felt joy of learning”?

Tom's Main Strategies	
	<h3>The Edge-ucators Way</h3> <p>This is a comprehensive approach designed to empower all members of a school staff to support students' digital learning. Level 1 is for everyone with the next two requiring more ICT skills but also enabling more advanced student learning through critical thinking, intrinsic motivation, Habits of mind and Flow.</p>
	<h3>Look to Learn</h3> <p>http://tommarch.com/l2l</p> <p>The total focus of this site is to provide teachers and students with easy access to rich resources and compelling prompts as a means to promote a culture and appetite for critical and creative thinking and joy of learning.</p>
	<h3>ClassPortals</h3> <p>http://tommarch.com/classportals/</p> <p>ClassPortals are a way for teachers and groups of students to use their shared online space to deeply explore one main topic. RSS feeds contribute current rich media, a blog empowers student authors and the focus gives real practice with Habits of Mind.</p>
	<h3>WebQuests 2.0</h3> <p>http://tommarch.com/webquests/</p> <p>WebQuests have been a mainstay of online learning since they were created in 1995. Tom March contributed to the concept's developed, refining the original format to accent authentic learning. Use of Web 2 tools create an even more natural learning process.</p>
	<h3>CEQ•ALL</h3> <p>http://tommarch.com/ceqall/</p> <p>Technology enables more enriched personal learning than has ever been available before. But served in the traditional "assembly line" approach, students tend to remain passive and "play school." The Game needs to change to "Seek All" – a process to truly support students' self-managed learning.</p>

Road Map for Working the Web 2.0

By Tom March

- 1) Build a Web 2 classroom presence
 - Blog or Wiki
- 2) Gain easy access to current Real, Rich and Relevant resources
 - Pageflakes, iTunes Podcasts, valued blogs
- 3) Frequently engage students in Learning to Look / Thinking Routines
 - Learning to Look → stimulus prompts & open-ended questions promote a disposition to critical thinking (inclination and sensitivity)
- 4) Facilitate student “crowdsourcing” of information
 - Clipmarks, Diigo, Dipity, Delicious
 - Discovering Real, Rich and Relevant resources and commenting on them
 - further develops the inclination and sensitivity that promotes a disposition toward critical thinking
 - *pursuing personal interests encourages Intrinsic Motivation (Autonomy, Competence and Relatedness)*
- 5) Students use the online presence as a regular part of their learning.
 - a social network can flatten the learning hierarchy (Wordpress, Ning, Moodle, intranet, etc.)
 - 6) Students tackle an issue, topic or problem to build knowledge
 - WebQuest or informal pursuit of focused understanding
 - 7) Students “Serve the Net”
 - ClassPortal, wiki knowledgebase, podcast series, etc.
- 8) Students act as content sources and valued members of learning communities
 - Frequently add to blog, YouTube Channel, Podcast series, etc.
- 9) Students lead the way with innovation
 - Emerging technologies are explored and leveraged in creative ways
 - Web Apps, GPS, datamining, etc.
 - 10) Students take their place in the world as engaged and enthusiastic learners and contributors to new knowledge.

Choice
Effort
Quality
Attitude
Labour of Love / Lifelong Learning