

Slide 1



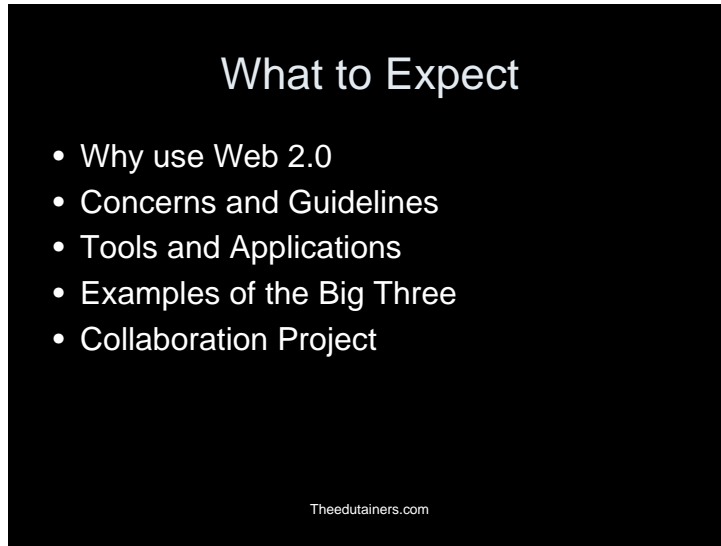
Introduction:

My name is David Widener and I am a Technology Specialist at Woodward Academy in College Park, Georgia. This is my first time at FETC, and I am very excited to be presenting and of course to be in Orlando.

I have been involved in teaching and technology twenty five years. I spent 19 years in the social studies classroom at the middle school and high school levels; and the last six years I have been the Director of Technology Instruction and Curriculum at the middle school level.

Today we are going to talk about Web 2.0 and some ways to apply these tools into your classroom in a real and meaningful way. I am not going to list every tool—that would be impossible, but rather I hope to discuss some ways the “Big Three” (blogs, wikis, and podcasts) can be used alone and with other tools to create a Web 2.0 classroom.

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What to Expect

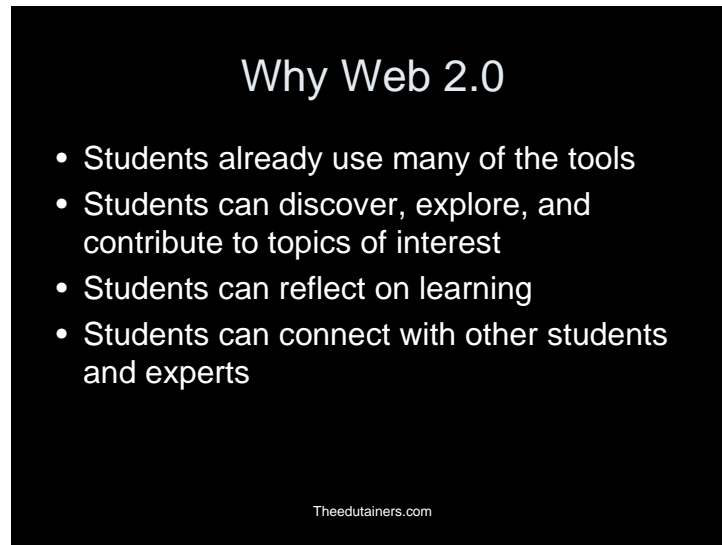
Why use Web 2.0

Concerns and Guidelines

Tools and Applications

Examples of the Big Three

Collaboration Project



Why Web 2.0

- Students already use many of the tools
- Students can discover, explore, and contribute to topics of interest
- Students can reflect on learning
- Students can connect with other students and experts

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Why Use Web 2.0

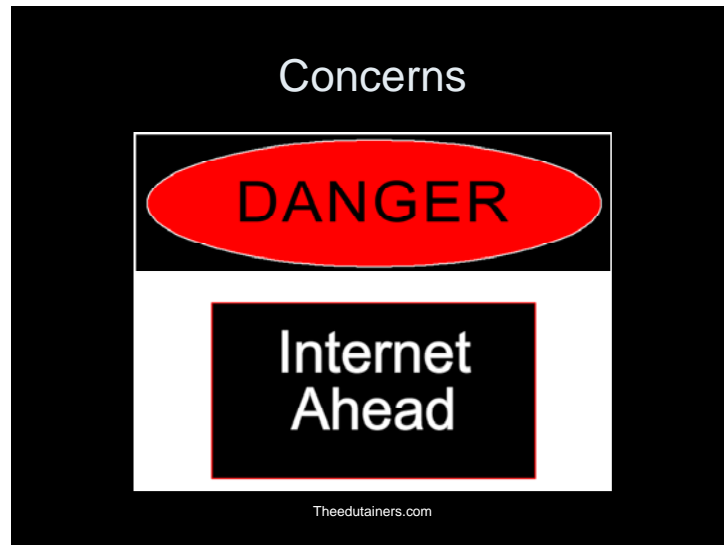
Students today already use many of the tools that are a part of the Read/Write Web. They are a part of social networks, they create audio and video and share it with their friends as well as comment on blogs.

Students can discover, explore, and contribute to topics that interest them. Today in the classroom more than ever students do ask the question: Why do I need to learn this? Web 2.0 does offer us tools that allow us to present material in a meaningful way.

Students can reflect on learning. It is important for them to consider their audience and the purpose they are writing or creating.

Students can connect with students and experts from anywhere in the world. The walls of the classroom are no longer a factor to consider.

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Concerns

Students could access inappropriate content. Federal laws mandate filtering, but we know that with the flood of new content and tools in Web 2.0 students gain access willingly or even by accident.

-An example is Flickr: not a great site to let students go on searching with supervision, etc...

Inappropriate content can be created by students and shared with other students.

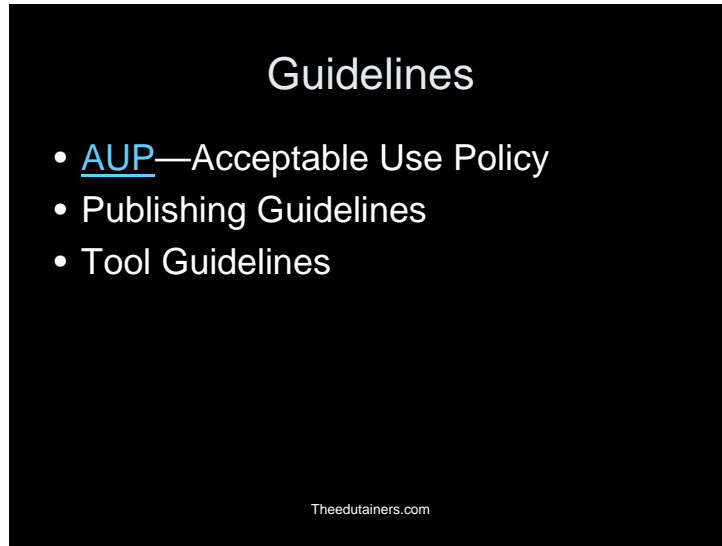
It is possible to use many of the tools outside of school.

Copyright is an issue. It is very easy to copy material and use it.

Students can be a victim of a crime: identity theft, cyber stalking, etc...

Students need to be educated not by just the technology specialist on Internet safety, copyright, and proper use of tools, but it should be school wide with policies in place to ensure student learning.

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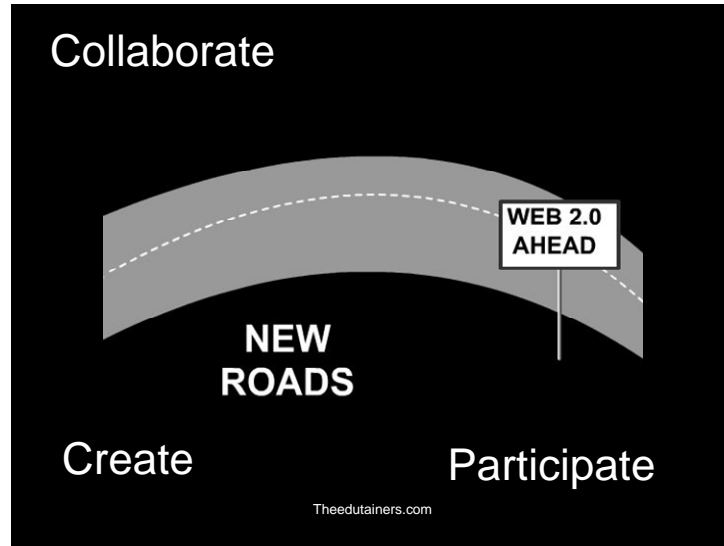
Guidelines and Policies:

The Acceptable Use Policy outlines rules for safe, ethical, and responsible use of online resources both on and off campus.

Inform parents about publishing. Use permission form for class or school. Do not include in publication copyright material without proper approval.

Establish an approved list of tools if you see a problem. This list can be set by school, district or classroom teacher.

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Web 2.0 Tools are online and most are free, and those who have Internet access can use them.

Students and teachers need to take advantage of these new tools to collaborate and communicate with educators and students around the world.

It opens new roads that lead to better and more efficient educational models that can help us prepare our students for the future. Students are being prepared for as David Warlick has said, “a future we don’t know.” We need to embrace tools that will help better prepare the students for that unknown future.

Web 2.0 Real Life Application in the Classroom

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Web 2.0 tools range from social bookmarking sites such as Del.icio.us to free podcasting sites that include Podomatic and Gcast, to video editing sites like Jumpcut and Zamzar.

The Internet is no longer the web of distributed content, but it has become a participatory web, where users create the content. Wow, what a change for the better! I only hope that we will be able to use it effectively in educating our students or in helping our students.

We are moving into a time where the content is not just consumed by end users, but it is created, shared, morphed, altered, and reshared. How is this possible? The open source movement has brought us to this revolutionary point, where everyone can participate add information and create content on the Internet.

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Web 2.0 Applications

- Social Bookmarking
- Wikis-collaborate on document, or presentations
- Blogs-write, share, comment on any topic
- Podcasts-training, sharing of ideas

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Applications

Wikis

Blogs

Podcasts

RSS



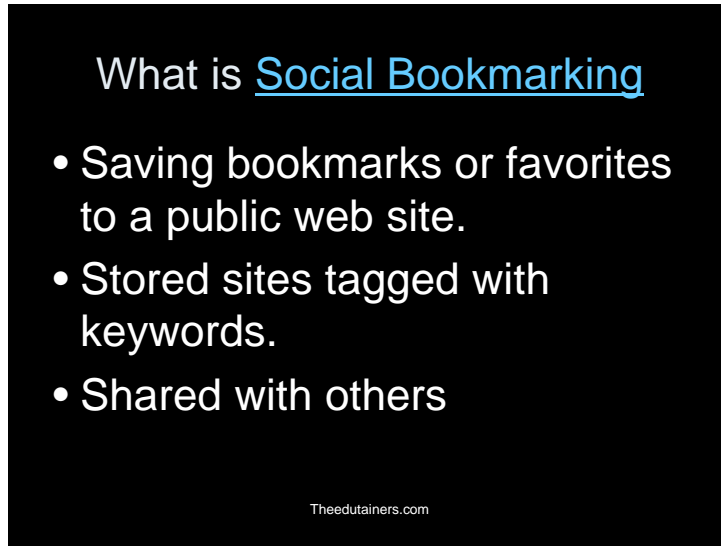
Example of Tools

- Blogging: Edublogs, Wordpress and Blogmeister
- Wikis: Wikispaces, PBWiki, and Wetpaint
- Podcasting: Gcast and Podomatic
- Social Bookmarking: Del.icio.us
- RSS: Google Reader and Bloglines
- Social Community: Ning

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My list of tools are some of the tools I have used and continue to use in class and at our school. There are dozens of tools that cover anything and everything you want to do online. The vast majority offer some free services and even special services for educators.

An example would be wikispaces that provides several levels of services and has ads on the non-educational side, whereas educators can get ad-free wikis.



What is [Social Bookmarking](#)

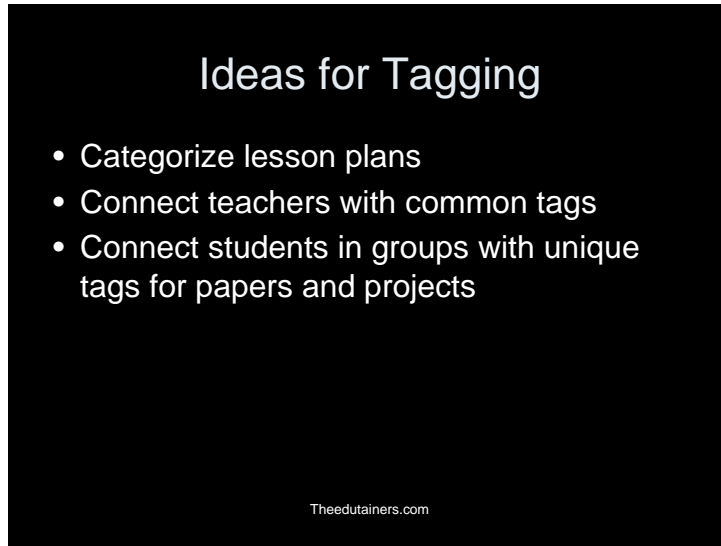
- Saving bookmarks or favorites to a public web site.
- Stored sites tagged with keywords.
- Shared with others

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Social Bookmarking

Social bookmarking is saving your favorites or bookmarks online. Participants tag sites with unique keywords and then can share them if they want. Several sites are available which include Furl, Simpy, and Del.icio.us.

Social bookmarking is a new for users to organize information and categorizing resources. The user is in control of how they tag and classify information. Users can make contact without users or network with users and share resources. It is a great way for students to share resources while working on projects.



Ideas for Tagging

- Categorize lesson plans
- Connect teachers with common tags
- Connect students in groups with unique tags for papers and projects

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Ideas for using RSS


Categorize lesson plans

Connect teachers with common tags

Connect students in groups with unique tags for papers and projects

Uses of Blogs

- Teacher:
homework, parent info, inservice
- Class or Student:
post assignments, showcase work, networking with other schools



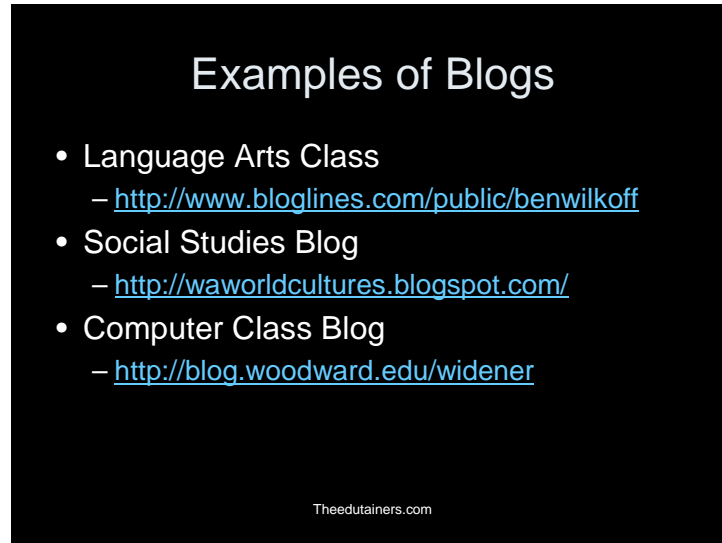
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Uses of Blogs

Teachers can use blogs to post homework and other assignment without any knowledge of web page creation. This is a difference from the past where to have a web page a teacher might have to know some html or at least a complicated web editor program.

Students and classes can use blogs to write or post assignments and the instructor can comment on the assignments. The audience is something that students have to consider as the blog is out on the world wide web. Another use for the blog can be for students to showcase their work. Students and classes can also use the blog to communicate with students and experts around the world.



Examples of Blogs

- Language Arts Class
 - <http://www.bloglines.com/public/benwilkoﬀ>
- Social Studies Blog
 - <http://waworldcultures.blogspot.com/>
- Computer Class Blog
 - <http://blog.woodward.edu/widener>

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Blogs:

Language Arts Class: All the students have blogs

Students take ownership and more important relevant writing occurs

RSS combined with writing so students do not have to go to each individual blog to check for new writing.

Great example of a class and teacher blogging and using aggregators to pull in info is located at <http://www.bloglines.com/public/benwilkoﬀ> Ben Wilkoff is a teacher in Douglas County School District in Colorado.

Uses of Wikis

- Collaborate with other students to publish, organize and add various forms of media
- Share content on any subject



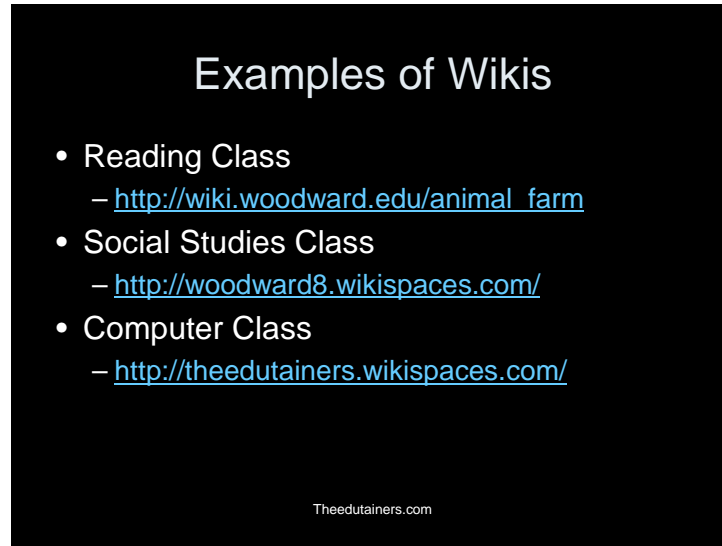
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Wikis:

Compared to the individual voice of blogs this is a group voice or better yet a collaborative effort.

Great ability to organize the structure and to use audio and video in presentation
Each presentation is flexible and can quickly be changed by any member of the group from anywhere in this e world that the individual has access.

It an editable site that can evolve and change over time.



Examples of Wikis

- Reading Class
 - http://wiki.woodward.edu/animal_farm
- Social Studies Class
 - <http://woodward8.wikispaces.com/>
- Computer Class
 - <http://theedutainers.wikispaces.com/>

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Blogs:

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Uses of Podcasts

- Teacher: recorded teacher lectures, learning topics, exam review
- Student: school news, original content, interviews, field trips, audio tours, readers theater, "how to," oral reports, etc...



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Podcasts

A podcast is a digital audio or video file that is distributed over the Internet, that people can listen to or watch by going to the site or by subscribing using their aggregator or catcher such as iTunes.

A teacher can use a podcast to supplement material in the class, record notes, or class activities.

Students or faculty can broadcast school news, etc...

Podcasts can be used for professional training.

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Examples of Podcasts

This site is unique, not only because it's one of the few to cater to Grade K-8 learning and science, but also because it is musical. It is done by a seventh grade educator named Rick Quarles.

Students in the 7th grade in a media class in Michigan have a daily radio show covering school news, topics of interest, interviews, etc...

Mabry Middle School students podcasts on curriculum activities, local school activities, advertisements, and other school news. The school is located in Cobb County, Ga

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Examples of Podcasts

- Web Tech Class
 - <http://webtech.podomatic.com/>



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The Web Tech class podcast is used to post student work from a multimedia class.



Examples of Podcasts

- Middle School Radio Podcast
 - <http://www.berkley.k12.mi.us/index.asp?folder=4814>
- Mabry Middle School
 - <http://mabryonline.org/podcasts/>

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Here are two great examples of Middle School podcasts.

The middle school radio podcasts is done by a school in Michigan by students in a media class.

Mabry Middle School is out of Cobb county, Georgia and has a variety of podcast that include student and faculty podcast.



Collaborate

The ability to work together or to collaborate is going to be a very important skill for our students. Web 2.0 allows ease in collaboration. Students can use wikis to create and collaborate on projects for any class. Students can collaborate on papers or presentations with Google Docs while using Skype to communicate instantly to discuss changes to the paper or presentation. Students can use blogs to communicate, create, reflect with other students and can use Bubbleshare to upload and share photos in various ways.

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Terranova Project

This summer a team from Woodward IT is going to the Terranova School in Zambia. We developed a relationship with the school starting in 2004. We have helped provide books, supplies and uniforms for the students of the school. In 2006 we raised money to build a library and in 2007, we sent several faculty to Zambia to buy books and fill the shelves.

We are now looking to provide Internet access to the school and buy computers for a lab to connect the school with the world. This is a great example of how the walls of classrooms being flattened and how Web 2.0 tools can be used for this project. We plan to help develop their curriculum using a wiki. Other contact and resource development will continue as resources are made available. For more information go to <http://blog.woodward.edu/terranova>



How do we as teachers get to real life application of the tools?

1. Training—training for teachers is absolutely essential. It is in the case of Web 2.0 maybe a different type of training. Teachers need to sign-up for tools and spend some time exploring the functions and abilities of the tool.

a. Online course--<http://k12learning20.wikispaces.com/>

b. Class instruction in summer—we began last summer teaching a hands on four day intro to Web 2.0. This summer we plan on teaching two classes that concentrate on specific tools. We will be teaching podcasting class and a class on blogs and wikis. We are looking to work with small groups of teacher in more of workshop setting to hopefully move forward with ideas and their confidence in using the tools.

2. Experimentation—not every one has the time to take the courses online or in a classroom. They may feel quite comfortable experimenting with the tools on their own. For all teachers it is essential for them to play or experiment with the tools. I have to say that I have enjoyed just playing with the tools, i.e. comeeko, toonlet, jumpcut, and photobucket.

Resources

- <http://del.icio.us/widenerd/fetcpresentation>
- <http://blog.woodward.edu/widener>
- <http://www.theedutainers.com/fetc>
- <http://wikispaces.com/theedutainers>

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