Collection

Users can Collect posts into a printable, sortable format. Collections are a good way to organize posts for quick reading. A Collection must be created to tag posts. More Help

Thread:	Nehring: Podcasts, Google/Cloud connect, social bookmarking,	**Posted Date:**	November 17, 2011 10:25 PM
Post:	RE: Nehring: Podcasts, Google/Cloud connect, social bookmarking,	**Status:**	Published
Author:	Jill Nehring		

I forgot to mention Cloud Connect in my initial post - it is a somewhat trustworthy simultaneous collaboration tool you can use with Microsoft Office. You install the software on your computer and then you can collaborate on any Office suite program (word, excel, ppt) and sync your work to the cloud (Google Docs). It is still a bit testy and buggy at times, at least at my library - we are using it with an excel spreadsheet to manage our collection development book orders. Each selector has the spreadsheet saved on their staff computer. There is an assigned URL for the document. If two staff members are adding to it at the same time, each time they hit the Save button, their changes will sync to the Google Docs version and then each time anyone else hits Save, everyone else's changes show up in their version. Since starting about six months ago, we've had a few instances of book orders disappearing, but fortunately every time any collaborator saves a version, that version is remembered as history in the cloud version so you can review changes made from save to save. I did spend a few hours the other day sifting through versions to solve a mystery, so we are not sure about continuing it's use. But for students, it may be a fun way to put together a presentation or collaborate with another school on the same document. It does seem geared more toward business use at this time, but thought I'd mention it.

(Post is Unread)

Thread:	Nehring: Podcasts, Google/Cloud connect, social bookmarking,	**Posted Date:**	November 17, 2011 9:41 PM
Post:	RE: Nehring: Podcasts, Google/Cloud connect, social bookmarking,	**Status:**	Published
Author:	Carmen Weiss		

I never knew google had so many applications, I checked on igoogle and configurative my new gmail account with the toolbars it offers and love it . I am considering changing my yahoo account to gmail is more compatible to Microsoft outlook that I use at work every day and very user friendly. Thank you for sharing

(Post is Unread)

Thread:	Nehring: Podcasts, Google/Cloud connect, social bookmarking,	**Posted Date:**	November 17, 2011 12:23 AM
Post:	Nehring: Podcasts, Google/Cloud connect, social bookmarking,	**Status:**	Published
Author:	Jill Nehring		

The possibilities for communicating, sharing information, collaborating, creating, and learning through social or educational networking tools -- Google Apps, Twitter, Ning, VoiceThread, blogs, wikis, shared bookmarks, etc. -- are immense. Which tool seems to offer the most potential for supporting learning? Provide support for your choice through examples of successful use, ideas you have for use with your learners, research, etc.

OK

I find the most interesting tool I've learned about so far to be the Podcast. I've been aware of them for years and occasionally listen to them (ever-intending to regularly sync up my iTunes, but there's always something else to do...). Our text from Unit 3 mentioned a few educators who used podcasts to teach students and I think it is a great way to incorporate multiple intelligences into one learning experience. Students learn technical skills in setting up the podcast, practice their writing and typing skills when creating a script of what they are going to say, practice enunciation and speech when creating the podcast, and then learning from and interacting with people from (sometimes) all over the world - about the subject of the podcast, perspective on podcasts, and maybe even positive feedback, constructive suggestions for better quality or other topics to explore for future "shows", if you will. Also, the students may need to learn how to advertise, promote, and market their podcast in order to increase the number of hits they get, both online and in their communities. Not only did the students mentioned in the textbook example learn podcasting, they also had to learn how to maintain the website that hosted the podcasts!

A second example of wonderful tools is iGoogle, from my personal experience. Let me start by saying I love wikis, and the idea of a wiki, but the lack of structure and organization I often encounter in them makes me buggy! Maybe it is the librarian in me, but I need some logical arrangement of data I am sifting through, otherwise I am not engaged with it, but simply scanning it for some key word or image that will trigger a reaction in me. iGoogle, while not a wiki at all, gives me peace of mind every day when I log in at work. I am able to begin my daily tech tasks with a somewhat clear head after checking in on iGoogle, which captures a variety of information that I choose (web 2.0) to have presented on my start page. I even include a weather section to check on my far-reaching friends' weather conditions (it is suddenly single digits in Anchorage this week!) While it is not as interactive as some other tools out there, it is orderly, and I am better able to gather and encode information if it is presented to me in an orderly fashion. Using such a tool may help students better organize their thoughts, projects, and many daily tasks to conquer in their busy school lives!

The third tool I appreciate, but sometimes worry about: social bookmarking. I have used delicious and StumbleUpon, but I never got into the habit of regularly checking in. Maybe I need to try again and get a fresh perspective on them. It does make sense to use something like these tools, especially for someone who works as I do - which is constantly hopping around from PC to PC - and after what I wrote above about organization. I mostly work from a flash drive or Google docs because they are portable. Delicious is too, as long as Internet is up. My worry is hive mind. Yes, I think it is neat that we can connect with others through the bookmarks we share, but won't that tend to give us more of what we already know and agree with or some similar iteration of it? I guess there is always something new to learn, but I wonder about becoming too narrow minded because of relying on or always starting from something such as delicious when doing research on a subject. One of the readings mentioned the importance of discovering controversial websites, for example, one claiming the Holocaust never happened. We need to make sure, as horrible as that may sound to some, that we and our students know that stuff like that is out there and while we may not agree with it or want to read it or interact with it, someone else might and wouldn't we be better off at least knowing it existed? I think tending towards delicious may limit us to the selves we already know instead of discovering more about ourselves, our potentials, our world around us, and our antagonists. Maybe I am reading way too much into it, but if we are teaching, we need to try to avoid biases as much as possible, right? I'm still learning a lot of what was conveniently left out of or twisted in my elementary education and I just heard about the struggles schools in Libya are going through because they have to essentially rewrite their history textbooks.

(Post is Read)

Thread:	Wikis and Skpye	**Posted Date:**	November 20, 2011 8:18 PM
Post:	RE: Wikis and Skpye	**Status:**	Published
Author:	Tia Shumaker		

I agree with you here. I really enjoyed using the wiki in my Team Project. It was so easy and allowed for everyone to imput their ideas without everyone having to be in one place. It is really easy to use and very simplistic. I think that students would benefit from the use of wikis as a collaborative process. It worked out really well for my team

and allowed us to easily work together. It is a great tool!

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Thread:	Wikis and Skpye	**Posted Date:**	November 20, 2011 7:58 PM
Post:	RE: Wikis and Skpye	**Status:**	Published
Author:	John Wilkinson		

Looks like Carmen addressed this. To be honest, I have never given it any thought because I don't know of anyone without an email address. If you deal with younger students this may be an issue. Worst case would be to have each student set up an email account through gmail, yahoo, etc., for the purposes of registration.

(Post is Unread)

Thread:	Wikis and Skpye	**Posted Date:**	November 20, 2011 7:41 PM
Post:	RE: Wikis and Skpye	**Status:**	Published
Author:	Carmen Weiss		

I was curious to see if you need an email account for each student to use the wiki. Read below

For Wikispaces : http://help.wikispaces.com/faq+teacher+wiki
How can I create accounts for my students?
You can create up to 100 accounts at a time with our User Creator tool. You will **not** need to provide email addresses for your students when you use the User Creator tool:

Do students need to have email accounts to register on Glogster EDU?

In order to register for a Single Free account, you must provide and authorize an email address.

With the Teacher Light and Premium platforms, teachers can generate student accounts without providing student email addresses. Teachers generate all registration information and distribute it to their students.

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Thread:	Wikis and Skpye	**Posted Date:**	November 20, 2011 12:21 PM
Post:	RE: Wikis and Skpye	**Status:**	Published
Author:	Cassandra Poe		

John, I agree that Wikis can really support learning in the classroom. I would love to use them in my classroom, but I can't figure out how to use them when my students don't have an email address. Do each of your students have email? Do you know of any wikis that don't require an email?

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Thread:	Wikis and Skpye	**Posted Date:**	November 17, 2011 10:28 PM
Post:	RE: Wikis and Skpye	**Status:**	Published
Author:	Bradley Moser		

You are totally right about how wiki might not be the best...I think most of the new web 2.0 tools contain features that all support collaboration for our students. I like how you use a good example to show the power of the wiki. I am talking my self out of using wiki's for learning in my class right now because I tell myself that my students wont have the time to learn with them or use them together, but they don't have to use them together AT THE SAME TIME. They merely need to collaborate, and like we collaborate on the discussion board at our convenient times, they too can learn at more convenient times. Sometimes I think I try to make my students learn what I want them to learn and

when I want them to learn it. But perhaps we need to be more flexible with our timing and create learning environments that support the rate at which our students can learn the material. Thanks for en-lighting me on the use of the wiki.

How much have you used it in your class? What do you teach? I ask because I teach freshman physics and I want to incorporate the pros of wikis. Do you have any suggestions?

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Thread:	Wikis and Skpye	**Posted Date:**	November 16, 2011 11:58 PM
Post:	Wikis and Skpye	**Edited Date:**	November 17, 2011 12:09 AM
Author:	John Wilkinson	**Status:**	Published

The internet has changed the way that we conduct our daily lives both personally and professionally. Education is no different, or at least it should not be. The world has become a smaller place as have our individual communities. So many of these fine tools have changed the game in how we communicate, share information, collaborate, and ultimately learn.

I am going to select the Wiki as my tool of choice for this discussion. While it may not necessarily be the best, I'm not certain that title is something that any of them can claim. I mentioned several of these points in the Team Learning project.

The Wiki is easy to use. If you can run a computer and Microsoft Word, you are good to go. Instead of giving a 5 year old a coloring book, the Wiki is a blank sheet of paper and a box of 64 crayons...the possibilities are endless. It's also an easy sell to the students. You are not going to have to drag them kicking and screaming to get them to use it or even learn how to use it.

When it comes to the collaborating process, the necessity of location is virtually eliminated as a Wiki can be viewed and edited from anywhere provided a computer, iPad, or even a smart phone has an internet connection. The collaboration time is also not set in stone. Two students have to assemble a paper, etc for class tomorrow. One has football practice from 3-6 and the other has an event that night from 6-8. With a Wiki, both can do the work when their schedule permits. Additionally, they promote peer-to-peer learning outside of the school. Throw in Skype or iChat for actual visual and audio communication and the classroom just got much bigger and the time much less of an issue.

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Thread:	Google Apps ~ Moser	**Posted Date:**	November 20, 2011 9:49 PM
Post:	RE: Google Apps ~ Moser	**Status:**	Published
Author:	Susan Rodenberg		

Hi Bradley,

I totaly agree with you on the usefullness of google apps. My school is only in it's second year and our staff email is run through google apps. We have started making use of many of the tools avaliable to use as a means to help connect the teachers and manage and keep track of information for each other there. I had not really though of using these tools as a means to help keep students connected. I wonder if our school could create emails for each of our students on the schools site and then be able to organize and keep files on there for them. That would help

will a lot of things that I try to do with my parents and students. Very cool!

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Thread:	Google Apps ~ Moser	**Posted Date:**	November 19, 2011 9:06 AM
Post:	RE: Google Apps ~ Moser	**Status:**	Published
Author:	Jennifer Magruder		

Brad,

I have really been enjoying the link you described, Bloomin' Google. I'm a big follower of Bloom's Taxonomy and was amazed at all of the Google Apps that could help a student meet different levels of thinking. I had no idea that there were so many different Google Apps! This is really exciting to me because, although I am fascinated with all of the Web 2.0 tools, I am feeling overwhelmed by them. As the quote says at the bottom of your post, "Boy, I hope I can keep up!" Somehow knowing that there is a single portal to so many apps, makes me feel a good bit more capable of keeping some semblance of sanity in my pursuit to stay on the cutting edge.

I followed a few links from the Bloomin' Google site and have found some great resources to learn more about Google Apps, including training specifically for educators. They even have a certification program. Here is the site: http://edutraining.googleapps.com/ This is definitely something that I will be pursuing. Are there others out there like me, who welcome a "one-stop shop" for getting students and teachers started with Web 2.0? On the other hand, as innovative as Google is, is there a danger in Web 2.0 innovation being stifled if all schools suddenly jumped on the Google App bandwagon? I am interested in the perspective of others from a younger generation (a real digital native)....do you see it differently than I do?

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Thread:	Google Apps ~ Moser	**Posted Date:**	November 16, 2011 11:07 PM
Post:	Google Apps ~ Moser	**Edited Date:**	November 16, 2011 11:13 PM
Author:	Bradley Moser	**Status:**	Published

By far I think the tool that boasts the potential for supporting collaboration, creation and learning in the classroom would have to be the suite of **Google Apps**. The simplistic, minimalistic views and the ability to be edited make **Google Apps** ideal for the classroom. They are so versatile in what they can do. Just highlighting one app, **Google Sites** provides teachers with an open palette to do just about anything they need to or even want to do. You no longer need to be an HTML guru to make things available on the web. **Google Sites** makes it possible in just a few clicks. What does this mean? It means that teachers can construct projects for their students who in turn can have an effect on a larger social community almost instantaneously, all by just easily creating a public site. Like we learned in the K-12 Conferences, students can use the **Google Sites** to share their knowledge, a key part of the learning process. By providing a way to share their knowledge to a more authentic audience, students will feel compelled to do it right. The web tool merely provides the means for the students to further develop their learning.

Collaboration is so organized using the **Google Docs**. Teachers can ask a team of students to work on the same project no matter where they are located. **Google Docs** allows for the students to work at the same time on the same document so they can write and edit and revise on the fly. No more having to print, read and mark-up. I recently was given this great link from a webinar about how **Google Apps** support Blooms Taxonomy. Click on the screen capture of the website that shares how **Google** supports Blooms.

Here is a link to a video worth watching about how **Google** is more than just a collection zone but an active, constructive, connective tool for our 21st century students. The video is (20 min), but well worth the view.

Googlios: Google Sites + ePortfolios = 21st Century Teaching and Learning

Boy I hope we can keep up.

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Thread:	Rodenberg-Wiggio	Posted Date:	November 20, 2011 7:45 PM
Post:	RE: Rodenberg-Wiggio	Status:	Published
Author:	Jill Nehring		

I have to agree with Bradley about being sucked back into work as soon as the day is "over." My group studied uses of Facebook in the classroom and I found a presentation from a High School in Texas that uses it. One teacher said it is a great way to set the tone for class each week by posting the week's goals and assignments. Also, she said it allowed her students to post questions about assignments and while she may or may not have time to respond to them right away, the questions help her build on the next day's work and show her how students are doing with assignments.

To me, and I'm not a teacher, so I may be way off here, homework should be HOME work. I struggle daily with overly needy patrons who because I've helped them figure something out, they think I am their personal library assistant. I worry that the same might happen with students who, having that extra access to you, would take advantage of your time and yes, cause burn out! Still, the capabilities of this tool and Edmodo sound promising as ways other than say Facebook to interact with and manage the classroom and the parents of students.

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Thread:	Rodenberg-Wiggio	Posted Date:	November 17, 2011 10:42 PM

Post:	RE: Rodenberg-Wiggio	**Status:**	Published
Author:	Bradley Moser		

Thanks for sharing this really cool web tool. I just went and tried to start my first group. It does seem really simple to use like many other tools. You mention holding study session with your students sometime outside of class and online. I was wondering how often you hold a study session with your 5th graders? It a whole new can of worms that now gets opened using these new web tools that allow, or force us to be connected 24 hours a day. I think of it like a business employee given a work cell phone,only to HAVE to answer it even when not at work. At first thought, it seems like a great idea to be able to hold study sessions with students in an online environment but I think it infringes on my family time too much. I think we have to be careful not to keep our selves plugged in too much. I wonder if we are going to see a burn out of teachers from the teaching careers because they can't keep up with the normal work day only to come home and get plugged back in to work some more. Its kinda like working full time and going to school. I may be at home but when I am doing my grad school my family gets put on hold. Hopefully the payoff is worth it. Which I think it is otherwise I would not be doing it.

Just wanted to see what you think about my thoughts on being connected 24hr a day.

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Thread:	Rodenberg-Wiggio	**Posted Date:**	November 17, 2011 10:44 PM
Post:	RE: Rodenberg-Wiggio	**Status:**	Published
Author:	Bradley Moser		

Hey Karen, I didn't think about the, "having an email" point. Thanks for sharing.

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Thread:	Rodenberg-Wiggio	**Posted Date:**	November 17, 2011 3:02 PM
Post:	RE: Rodenberg-Wiggio	**Status:**	Published
Author:	Karen Stout		

Susan,

It appears that Wiggio is very similar to Edmodo. My group researched Edmodo and for some of the same reasons you emjoyed Wiggio, Edmodo offers many things that are similar. One major difference that I noticed quickly after looking at Wiggio's site is that it appears you must have an email address. Edmodo doesn't require that. So, if you are at a school district that does not administer school emails to students, it is not a problem! A student just has to simply join Edmodo and as a teacher you can send a passcode to join a group to your students. There is also a parent piece offered through Edmodo. Although I did see that Wiggio offers the capability for video conferencing and Edmodo does not offer that currently from what I can remember. Thanks for sharing!

Karen

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Thread:	Rodenberg-Wiggio	**Posted Date:**	November 16, 2011 9:48 PM
Post:	Rodenberg-Wiggio	**Status:**	Published
Author:	Susan Rodenberg		

Although I just did my project/post for learning with the internet about Wiggio I feel that for access to my parents and students I find Wiggio to be the best tool for me. My parents are looking for constant communication and consistent information about what work is due when for their students class. The beauty of Wiggio for this is that both the other 5th grade teacher and I could create a Wiggio account with different groups for each of our homeroom classes, then when we has assignments for our classes we could both upload the assignments separately, and include them on our calendar. This would offer parents a place

to check on their students' assignments and then quickly message us if there is a problem. This also offers them a place to download the assignment if their child loses it.

The other benefit would be I could offer students the option to have online homework help sessions. It could be a standing time that each night if they had a problem on their homework they could message me and I could start a group discussion. Then students could talk to me and other students in an effort to help them figure out the assignment. This could also include offering the students study groups prior to test in class. I could assign study groups and have students pick a good time where they are all available and they could collaborate about how studying is going as well as help each other if they are confused. Students would feel empowered in their learning and could take the responsibility for getting their assignments done and turned in.

I also really like Wiggio because of how user friendly it is. As I worked with the site I really felt that the site was easy to use and something that the kids would really like, and the parents would also understand as well. Although I work with 5th graders I feel that this site is something that they could use effectively and help them to get excited about doing better in class. I would like to start trying to incorporate Wiggio as a way to help keep both parents and students more informed.

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Thread:	Favorite Web 2 Tool- Bea Weiss	Posted Date:	November 20, 2011 8:13 PM
Post:	RE: Favorite Web 2 Tool- Bea Weiss	Status:	Published
Author:	Tia Shumaker		

I agree with you about webspiration, though I use Inspiration in my classroom. It is such an amazing tool that helps students visually see what they are learning about. I love how students have to organize their information in the way that they understand it. It gives them a hands on approach to their learning.

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Thread:	Favorite Web 2 Tool- Bea Weiss	Posted Date:	November 16, 2011 9:38 PM
Post:	Favorite Web 2 Tool- Bea Weiss	Status:	Published
Author:	Carmen Weiss		

Which tool seems to offer the most potential for supporting learning? Provide support for your choice through examples of successful use, ideas you have for use with your learners, research, etc.

I have used a few Web 2.0 tools in my classroom; one of my favorites is Webspiration an online collaborative tool. I used it 4 years ago when it was still in Beta format. My students worked on the project "All About Me". What I liked of this tool is that it is really easy to use almost intuitive, it offers different levels of difficulty and has templates so it can be used by almost any student that have basic computer skills. The students brainstormed, gathered information, built comprehensive data and reported through a visual map. Teachers and students collaborate in the project by giving feedback as the student produces and publish their work. Another tool I like is Skype, I use it to make my videoconferences with family and friends and also to tutor my students abroad in Spanish. We can talk, post information, chat and see each other. If the other user has a Skype account the communication is for free.

The blogs are not new for me I have participated in many but never started one. I think is a good communication tool where I can be informed of current events and collaborate with people around the world. It allows peer review and encourages the person to write and express their ideas or opinion. I will like to start a blog as many of my friends in Foreign Service have, I travel every 2 years to a new place and a blog can be a good way to share about my life in a foreign country. My followers will be my new community and will allow me to be close to them digitally, also I can help new people that are interested to come and live in this country by sharing my information.

In this class I learned of the new Web 2tools and I am happy to have found Edmodo Wiki. This tools is a micro-bloging tool is similar to Facebook, it is very easy to use, connects people, you

can post information in different formats and the best is that you control who joins to your group. The wiki allows having in one space all the information you need, it allows that others to post, make edits and contribute. Edmodo offers different communities and I like the professional development group because I can maintain my teaching skills even though I am not teaching by having access to resources and be in touch with other people with my same interests.

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Thread:	Favorite Web 2.0 Tool- Mallory	**Posted Date:**	November 20, 2011 2:02 PM
Post:	RE: Favorite Web 2.0 Tool- Mallory	**Status:**	Published
Author:	Semi Necibi		

Google Apps along the Dropbox.com have been used by my Information Technology students to gather information about topics of interest and present their products to their classmates through Blackboard Collaborate (Elluminate). Students used to find it difficult to collaborate in the past as some of them have access to Microsoft products like Office. Others are using Open Office and do not own their own Microsoft Office software. By using Google Apps, students were able to find a better medium for collaboration and sharing resources. The advantage of coupling with Dropbox added the flexibility of direct access to the most recent version of the shared document without the need to send attachments. Users can access shared documents on the fly. My students did not need to use Google Earch so far, but this might be a good new horizon to explore as it offers more interaction and more student fascination with the power of technology.

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Thread:	Favorite Web 2.0 Tool- Mallory	**Posted Date:**	November 20, 2011 12:16 PM
Post:	RE: Favorite Web 2.0 Tool- Mallory	**Status:**	Published
Author:	Shelley Mallory		

Karen,

I haven't really looked for any tutorials. My method is usually play around with all the different buttons and modes of any new technology until I figure out how to use it. I do think that the website has quite a few tutorials on how to use the different aspects of it. I played around with Google Lit Trips on Friday and it is really easy to use once you have both Google Earth and the Lit Trip file downloaded. The only thing is that they are still building the book library, so they may not have exactly the book you are wanting. They do have a place where you can suggest book titles though.

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Thread:	Favorite Web 2.0 Tool- Mallory	**Posted Date:**	November 17, 2011 2:23 PM
Post:	RE: Favorite Web 2.0 Tool- Mallory	**Status:**	Published
Author:	Karen Stout		

I too am interested in Google Earth and LitTrips! Coming from someone whom struggled with history as I was growing up, this tool would have been a great way to bring more interest to the subject in my opinion. History was such a dry topic to me and finding a way to bring it to life and make it interesting would be great! I just like how Google Earth can take you anywhere that you want to go. Being able to take literature and make it 3D for kids would be great! At any age, that would be a valuable tool in a classroom.

Shelley, have you found any good tutorials for Google Earth that you are researching to learn to use it. I am interested in doing so myself. Thanks for sharing!

Karen

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Thread:	Favorite Web 2.0 Tool- Mallory	**Posted Date:**	November 16, 2011 7:36 PM
Post:	Favorite Web 2.0 Tool- Mallory	**Status:**	Published
Author:	Shelley Mallory		

I have realized over the last few months that I don't use the internet as much as I thought I did in my classroom. I search for new websites and ideas to help me teach, but the sites I find are not always ones my students can learn with. The newest and my favorite tool I have started to use is the Google Apps. I am still learning about how to use these tools, but I have many ideas on how to use them in my classroom.

During the year my students complete a research project of an ancient civilization. One of my ideas is to have the students work in pairs, instead of individually, and have them create a more comprehensive report on their aspect of the ancient civilization. They could compile the information that they find in the Google Docs area and work on it at the same time. They could also continue to work on the project very easily when they go home.

Another way that I plan to use the Google Apps, is by incorporating the use of Google Earth, specifically with LitTrips. One of the books that I read with my sixth graders is The Watsons Go to Birmingham, I have already downloaded the trip and started reading through their lesson plan and questions to familiarize myself with the program for showing my fellow teachers how to use it as well as showing my students. I was also thinking of bringing this tool up during Social Studies so my students can see the areas that our ancient civilizations lived and see what is left of their creations. Many of my students have never left the small town that they live in now and this is a way for me to show them places they may never see or won't be able to see until they are much older.

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Thread:	Web 2.0 tool-Pitcock	**Posted Date:**	November 19, 2011 7:02 AM
Post:	RE: Web 2.0 tool-Pitcock	**Status:**	Published
Author:	Laurie Pitcock		

Jill,

I like your ideas! While waiting to start instruction one day this week, I gave a student the flip video camera to videotape me reading. I was pleasantly surprised how excited she was to use it. I think you're right this would create an engaging learning activity. Engaging instruction is the buzz word at my school right now. I agree with you about podcasts. I've never done it but it seems easy and straightforward. Thanks for the ideas!

Laurie

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Thread:	Web 2.0 tool-Pitcock	**Posted Date:**	November 17, 2011 10:34 PM
Post:	RE: Web 2.0 tool-Pitcock	**Status:**	Published
Author:	Jill Nehring		

Laurie,

I like your ideas on blending video with blogging. I would even go so far as to say have the students do the videotaping, too! I just saw a flip camera for the first time - it seems like a convenient tool for getting content seamlessly into YouTube, etc. I posted about podcasts and could see the students also recording an audio production of their written work to podcast and linking the podcast to the blog post. I think the video is a great way for them to study themselves from a "public speaking" standpoint, too.

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Thread:	Web 2.0 tool-Pitcock	Posted Date:	November 16, 2011 6:34 PM
Post:	Web 2.0 tool-Pitcock	Edited Date:	November 16, 2011 8:51 PM
Author:	Laurie Pitcock	Status:	Published

This was a difficult assignment for me because of all the wonderful choices out there! I decided that Blogger.com is a tool that makes sense for the learning environment where I teach. After attending the k-12 conference for Primary Digital Portfolios, I became very excited about the possibilities of blogging with primary students. Blogging is all about what young children naturally love to do: create, express themselves and socialize. Kathy Cassidy teaches her students to use blogs to include several web 2.0 tools to showcase their learning. It is amazing to see her first and second grade students discuss their learning through web 2.0 tools such as Storybird, Vocaroo, Sketchcast and blogs. We've read many times through our assigned readings for this class the importance of teaching skills such as writing and how to use a new tool by embedding it in a project. When students learn new skills because it is necessary to complete their blog project, it becomes meaningful to them.

Google's Blogger is a wonderful tool with many options. It is free and provides support to teachers and students new to blogging. Here is a side by side comparison of the blogs available for student use from Kathy Cassidy's wikispace: https://docs.google.com/spreadsheet /ccc?key=0AvkNU5HoBs62dHByUktzT2tJenN5RW56WTczZTF5aXc&hl=en_US#gid=0 Digital portfolios are just one example of how to use Blogger.

Vocabulary is a crucial skill at my school because of the number of students from second language homes and at-risk students. Blogging is a natural way to develop vocabulary. Blogging requires the ability to communicate oneself successfully and vocabulary is a significant component of this. Blogging opens an avenue for students to have standard English modeled for them by teachers and Internet viewer responses.

I have an idea that I hope will motivate and help my struggling learners to improve their writing. It is a constant challenge for them to use standard English and to find the right words to express themselves. When we edit their writing, it is very hard for them to hear the problems. I want to videotape them, using a flip camera, reading their writing piece. We can upload the video to our blog. In the corner of the videotape, we can display their writing so the audience can compare the spoken to the written word. There will be a space for viewers to post responses on their blog. As Dr. Howland states in Learning Unit 3, "Teachers can use social networks to build community with students and to provide a more interactive learning environment." Posting their writing allows these students to interact with peer writers. Students are motivated by the response they receive from peers. I've seen this happen with my students when they are told they will be reading their writing to the class. Imagine what they will think when they realize the potential number people on the web who will be reading their work!

Lastly here is a link, from our own University, that provides many links for educators using blogs with students.

http://ethemes.missouri.edu/themes/520?locale=en

Blogs provide an interactive, meaningful, and supportive platform for student learning.

(Post is Unread)

Thread:	Lorensen Rhodes -- Favorite Web 2.0 tools	Posted Date:	November 20, 2011 1:43 PM
Post:	RE: Lorensen Rhodes -- Favorite Web 2.0 tools	Status:	Published
Author:	Semi Necibi		

 I haven't used bubbl.us but it seems to me it is a good tool to address concept maps. I like the use of VoiceThread. In my college, students enrolled in Medical technology classes need to acquire a lot of information about new Equipment. Voice Thread appears to be a very appropriate solution. Instructors can include verbal explanation for how a device works while students are watching a video. On the screen also, it is also possible to see how students add their own suggestions or comments, which included audio

clips or text balloons. In my Information Technology, I am considering using it in collecting students' feedback about their classmates Information Technology Project presentations. So far, I have been using an Excel sheet to gather Peer evaluation. VoiceThread seems to be more interactive and direct.

(Post is Unread)

Thread:	Lorensen Rhodes -- Favorite Web 2.0 tools	**Posted Date:**	November 16, 2011 5:53 PM
Post:	Lorensen Rhodes -- Favorite Web 2.0 tools	**Status:**	Published
Author:	Kathy Lorensen		

There are almost endless Web 2.0 tools available for schools to use these days. Some give hours of fun creating new projects and works of art, some help us organize, some even let us share information with others in new and unique ways. Unfortunately, I don't find myself using many Web 2.0 tools in my classroom. I don't really have a good reason why. I have been to multiple workshops about web tools, and I even left those workshops thinking I was going to utilize the tools I learned about immediately. Momentum wore off once I got back to school I suppose. But, since I've been in the Masters program here at MU, I have not only been learning about new Web 2.0 tools, I've been using them. So far my two favorites are VoiceThread and Bubbl.us.

I used Bubbl.us to create a concept map in my Intro to Tech in Schools course. I found it to be almost fun to create my map online instead of on the traditional paper or Microsoft Office application. It was straightforward and easy to use, but also customizable. I intend to use it in my classes this year. I can use it in Accounting to map the differences and similarities in service and merchandising businesses, I can use it in Marketing to showcase global marketing strategies, and I could use it in Office Media to compare and contrast MS Office with Web 2.0 tools. I have also recommended it to other teachers in my district, but I don't know if they have used it or not.

We all just learned about VoiceThread. My group even did our collaborative project on it. I'm so excited to use VoiceThread in my Multimedia class to share our finished Photoshop projects. The students will love getting to easily view their classmates work, and how easy it is to leave feedback. The choice of webcam or text or audio for feedback will give them a lot of options.

(Post is Unread)

Thread:	Blog ~ Poe	**Posted Date:**	November 21, 2011 8:57 PM
Post:	RE: Blog ~ Poe	**Status:**	Published
Author:	Cassandra Poe		

That is a great idea! I didn't use it for math, but I am using Edmodo right now and am incorporating math. The kids love it!

(Post is Unread)

Thread:	Blog ~ Poe	**Posted Date:**	November 20, 2011 4:44 PM
Post:	RE: Blog ~ Poe	**Status:**	Published
Author:	Semi Necibi		

I am curious. Did you use blogs to motivate your students about learning Math?. I know several students who view Math as a subject that is sometimes 'hard to grasp'. My personal experience is primarily with college students. I make use of Math in my programming classes as students are expected to write down formulas and do computation.

(Post is Unread)

Thread:	Blog ~ Poe	**Posted Date:**	November 17, 2011 4:10 PM
Post:	RE: Blog ~ Poe	**Status:**	Published
Author:	Cassandra Poe		

Thank you Kathy! One thing that I love about this blog is that you can set it up so that post have to be approved by you first. So, when my students or parents submit a comment, it emails me for approval. The downside to this is that their comments don't go on the blog immediately, but it makes me feel much better knowing I have to read everything before it is on there.

When I first wanted to start the blog there were some issues. The tech team said, "No way! Absolutely not!" I am very fortunate that I had an administrator that listened to me and understood the need for the blog. He had a meeting with the tech team and superintendent, where he showed them what we had already done on the blog. After the meeting they decided it was okay. There are other Google programs that my district blocks, but this one still works.

(Post is Unread)

Thread:	Blog ~ Poe	**Posted Date:**	November 16, 2011 5:58 PM
Post:	RE: Blog ~ Poe	**Status:**	Published
Author:	Kathy Lorensen		

I think your blog is great! What a new way to interact with your students. Did you ever have any issues with blogging sites being network blocked? How do you monitor student responses?

(Post is Unread)

Thread:	Blog ~ Poe	**Posted Date:**	November 16, 2011 5:36 PM
Post:	Blog ~ Poe	**Status:**	Published
Author:	Cassandra Poe		

For my students, blogs have been very motivating and educational. In the past years I have used blogs for many different things. It has been used to communicate with parents and inform them of activities we are doing in the classroom. It is also used as a reflection for students to share how activities or trips have gone and what they have learned. It has also been a showcase, sharing our accomplishments with any viewers. I love how using the blogs help my students focus on spelling and correct grammar, expands our audience, and helps communicate with parents.

Blogs allow my students to communicate with each other by agreeing, disagreeing, or adding to comments. I am also able to link anything to the blog enabling my students to quickly view sites, videos, and pictures that help their learning. Having the blog makes my kids feel like they are part of a team and we are able to learn together through the blogging experience.

One example of a way I could use the blog right now would be in reading. This week my students read Young Thomas Edison. To add to their learning experience, I could share links to more facts, videos, and pictures of Thomas Edison. Then, after my students view these links, they could share with their classmates what they learned.

Here is a link to the blog that I used last year.

Mrs. Poe's Class Blog 2010-2011

(Post is Unread)

Thread:	Voicethread and blogs-Shumaker	**Posted Date:**	November 20, 2011 8:10 PM
Post:	RE: Voicethread and blogs-	**Status:**	Published

Shumaker

Author: Tia Shumaker

I agree with you about PowerPoint. It seems that that tool has become a thing of the past. I remember being so excited about PowerPoint in the beginning, now it just seems so boring. Funny how technology can fade like that!

(Post is Unread)

Thread:	Voicethread and blogs-Shumaker	**Posted Date:**	November 20, 2011 2:13 PM
Post:	RE: Voicethread and blogs-Shumaker	**Status:**	Published
Author:	Semi Necibi		

I like the combination of blog and voice thread. These two tools combined together seem to offer an increased level of interactivity. Blogs allow room for adding, editing text contributions. Voice thread provides added capabilities with sound along with some room for adding text. As I am in the middle for exploring new tools for my students to work collaborately and share their Information Technology projects at a community college, I seem to be inclined toward this combination of blog and thread. May be, I will add other tools as I come to learn more. In reality, I would like to see my students select by themselves from the wide array of web 2.0 tools available for them. It is much better than having everybody present their final product using PowerPoint as it is the case right now.

(Post is Unread)

Thread:	Voicethread and blogs-Shumaker	**Posted Date:**	November 20, 2011 8:09 PM
Post:	RE: Voicethread and blogs-Shumaker	**Status:**	Published
Author:	Tia Shumaker		

Right now I have a student teacher in my classroom, so all this fun stuff I am learning is being put on hold. I don't want to introduce something I haven't tried out first to a student teacher. I just think that would be a little mean. I am excited about starting it up though after the first of the year. I have so many ideas and am going insane because I can't step out of the box and implement them yet.

(Post is Unread)

Thread:	Voicethread and blogs-Shumaker	**Posted Date:**	November 20, 2011 11:49 AM
Post:	RE: Voicethread and blogs-Shumaker	**Status:**	Published
Author:	Matthew Tombs		

How is your classroom blog going for you? It really is a great web 2.0 tool that encourages meaniningful learning through in-depth posts and collarborative projects. I really like your thoughts about Voicethreads. It really gives the students another way to present or learn information, while one again allowing them to construct their own knowledge and be active participants in the learning process.

(Post is Unread)

Thread:	Voicethread and blogs-Shumaker	**Posted Date:**	November 16, 2011 12:40 PM
Post:	Voicethread and blogs-Shumaker	**Status:**	Published
Author:	Tia Shumaker		

I have to say that this class has opened my world up to so many new Web 2.0 tools to use in the

classroom! I am excited about the many possibilities that are available for my students.

The first tool that I am really excited about is Voicethread. I first heard about Voicethread during the k12 Conference project. The conference session I watched outlined how to use Voicethread and gave really good examples of how to use it in the classroom. A few ways that I have determined to use in the classroom would be that students use Voicethread as an assessment. Where they would have to explain the water cycle or explain the differences between a solid, liquid, and a gas through a quick presentation including their own recorded instruction. I could also see using it to help those students who are struggling with a specific math concept; where the student would walk through the Voicethread and work along with the instructions. I can see a lot of possible ways to use Voicethread in the classroom. It seems that the opportunities are limitless.

The other tool that I am looking forward to using is a blog. In our group project we researched using blogs in the classroom. For me this is an entirely new concept, but I can see how useful it would be. In our project we highlighted how a blog can take the place of a reading discussion; giving each student a voice and an opportunity to share. Too often, in normal reading discussions, students are covered up, so a blog requires that each student participate but still allowing them to hear each other. I also like how easy it is to keep Parents up-to-date with what is going on in the classroom through the use of a blog. It is the perfect way to allow them access to the projects being done in the classroom and upcoming events.

Both of these tools open learning within the classroom. Students are able to participate in fun and exciting ways. They are able to create their own learning to show to other students and it is no longer a pencil and paper worksheet. Using these tools allows students to break away from ordinary and reach out further in their world and its new form of communication.

(Post is Unread)

Thread:	Pinterest - Thompson	**Posted Date:**	November 19, 2011 7:52 PM
Post:	RE: Pinterest - Thompson	**Status:**	Published
Author:	Kathy Lorensen		

Very cool idea! I actually learned about this website a few months ago from a leadership workshop presenter..he just thought it was a cool tech site. It never occured to me to use it in the classroom! Great idea!!

(Post is Unread)

Thread:	Pinterest - Thompson	**Posted Date:**	November 18, 2011 2:17 PM
Post:	RE: Pinterest - Thompson	**Status:**	Published
Author:	Sara Robertson		

What an interesting idea! I never would have thought of something like that, but I can see the wide range of ways it could be used. Thanks for sharing!

(Post is Unread)

Thread:	Pinterest - Thompson	**Posted Date:**	November 17, 2011 3:58 PM
Post:	RE: Pinterest - Thompson	**Status:**	Published
Author:	Cassandra Poe		

I love Pinterest! But I never thought about using it in the classroom. When I am on pinterest, I do find that some inappropriate pictures come up, so hopefully your district will blocks those things. Good luck with these lessons. I am sure your kids are going to love it!

(Post is Unread)

Thread:	Pinterest - Thompson	**Posted Date:**	November 17, 2011 5:20 AM
Post:	RE: Pinterest - Thompson	**Status:**	Published
Author:	William Morgan		

Interesting. I like that it sounds easy to use and even natural, like tearing a picture from a a magazine. That's what I wrote about in my post--If it isn't quick and natural (like texting and Facebook have become for them), my students are reluctant to use it. This sounds like the students would instantly grasp the benefits of it

(Post is Read)

Thread:	Pinterest - Thompson	**Posted Date:**	November 17, 2011 4:59 AM
Post:	RE: Pinterest - Thompson	**Status:**	Published
Author:	Theresa Schill		

Jeaniene,

What a cool site. I think it would be cool to make a page for the school year and post information as the school year goes to keep a online classroom diary. Thank you for sharing.

Best to you,

Theresa Schill

(Post is Read)

Thread:	Pinterest - Thompson	**Posted Date:**	November 16, 2011 12:26 PM
Post:	Pinterest - Thompson	**Status:**	Published
Author:	Jeaniene Thompson		

http://pinterest.com/

I haven't used many Web 2.0 tools in my classroom as a communication tool other than a discussion board through our school's learning management system. However, a student recently introduced me to Pinterest (http://pinterest.com/), a virtual pinboard that allows the user to organize and share graphics that are found on the web. From Pinterest: "Our goal is to connect everyone in the world through the 'things' they find interesting. We think that a favorite book, toy, or recipe can reveal a common link between two people. With millions of new pins added every week, Pinterest is connecting people all over the world based on shared tastes and interests." (http://pinterest.com/about/)

As an example, I can create a pinboard for a category called "shoes" and then as I surf the web shopping for shoes, I can "pin" the graphic and associate it with my shoes pinboard. Others can "follow" me and all things I pin. My student who introduced it to me uses it to organize graphics for inspiration. She wants to be a graphic designer, so she pins images she thinks she can use for ideas for future inspiration.

I haven't used this as of yet, but I plan to use it for several purposes in my Graphic Design class. The first is to use it in place of a project I assign where students use newspapers and magazines to find real-world examples of graphic design terms (examples like contrast, pull quotes, reverse type, alignment, etc.). I've been trying to find a way to do this electronically and I believe Pinterest.com will be the perfect place. Not only will students find their own examples and pin them to a board in their own account, they will be able to look at their other classmates' images and pin those items to their own boards. I haven't completely thought this through but my plan is to assign each student with a different set of terms to be placed on their own boards and then all students pin to each other's boards so that all students can see examples of all terms.

Another way to use this will be as an "ideas" notebook. Basically I have students collect examples of whatever we're working on at that time. For example, we design logos in Illustrator. Before the unit students have to collect so many real logos for their "ideas" notebook which is an actual 3-ring binder. Using Pinterest.com will allow students access to each other's ideas as well as provide an easy method to organize their ideas. Students can add a "pin it" button to their browser's tool bar (they call it a bookmarklet) and can download a Pinterest app for their iphone. There is also code provided for web designers to all a "follow button" or a "pin it" button to their own websites, and followers can also link to their own blogs, Facebook, Twitter, etc.

Here are a two sites with suggestions for how teachers can use Pinterest in the classroom:

http://www.pearsonschoolsystems.com/blog/?p=424
http://ilearntechnology.com/?p=4159

(Post is Read)

Thread:	Robertson- story writing web 2.0 tools	**Posted Date:**	November 20, 2011 11:57 AM
		Status:	Published
Post:	RE: Robertson- story writing web 2.0 tools		
Author:	Shelley Mallory		

Those are some interesting websites. After starting this program I realized that I don't use technology nearly as much as I thought I did in my classroom. These look like they would be fun to use in Writing or any subject. Do you know if you can use Comic Life for free? I wasn't able to find that answer as easily as I could on the other two sites.

(Post is Unread)

Thread:	Robertson- story writing web 2.0 tools	**Posted Date:**	November 19, 2011 8:42 AM
		Status:	Published
Post:	RE: Robertson- story writing web 2.0 tools		
Author:	Laurie Pitcock		

Your post has been very helpful for me! I love your suggestions.

Animoto is visually appealing for students. It reminds me of a music video. This tool could be used for all ages and content areas. I want to check out the feature you mentioned of students recording their voices to go with the character they chose. Here is a YouTube tutorial I found that was helpful. It features creating an educator account and it walks you through the process of creating the Animoto video step by step.

http://www.youtube.com/watch?v=MqlGGIlwT0c

GoAnimate is new to me but even from a brief visit to the site, I can see how engaging and versatile it is. This is a motivating activity for struggling students. It provides enough options to allow for individual creativity. I can see myself using this to teach grammar, sequencing of a story, main idea and many more.

I think you're right about using these tools for collaboration. We need to find ways to differentiate and provide collaboration in the classroom. I would like to pair a struggling student with a more knowledgeable student to create a story with one of these tools. The lower student would have wonderful and meaningful modeling from the higher student. The higher student would be using higher level thinking skills while teaching the lower student.

Thank you again! I'm excited about using these with my students!

Laurie

(Post is Unread)

Thread:	Robertson- story writing web 2.0 tools	**Posted Date:**	November 18, 2011 2:25 PM
		Status:	Published
Post:	RE: Robertson- story writing web 2.0 tools		
Author:	Sara Robertson		

I have used it in a lower level foreign language classroom and the students really enjoyed the project. The were learning words for family and activities and I had them use Animoto to create a presentation in the target language to describe themselves, their families, and what they like to do. There are some great examples of how it is used on YouTube. I have even seen it used to create commercials online.

(Post is Unread)

Thread:	Robertson- story writing web 2.0 tools	**Posted Date:**	November 16, 2011 5:03 PM
Post:	RE: Robertson- story writing web 2.0 tools	**Status:**	Published
Author:	Karen Stout		

Sara,

I was curious if you had any examples of Animoto from your experience? I went to their website because it sounds really interesting. I could see where a tool like that could be used for language arts skills and reading if you can incorporate such a tool with stories. It could really give students a tool to tap into creativity. On a personal note, I am really intested in trying it for myself and my family! I would like to try and put a video together of my daughter.

What age group have you instructed on using this? It would be a great tool for younger children to use to create stories about themselves and their families and then share with each other. Thanks for sharing!

Karen

(Post is Unread)

Thread:	Robertson- story writing web 2.0 tools	**Posted Date:**	November 16, 2011 11:51 AM
		Edited Date:	November 16, 2011 11:58 AM
Post:	Robertson- story writing web 2.0 tools	**Status:**	Published
Author:	Sara Robertson		

I am always looking for different story telling methods for my students. In Latin, they are constantly reading and doing comprehension work. I often ask them to write simple sentences or simple stories, and if I can incorporate technology into this they are much more likely to enjoy it. Becuase of this, I often use various story making web tools. Here are a few I like and what I like about them:

Animoto-http://animoto.com/

Animoto is one of the simplest and easy to use programs for story telling. There are a limited number of characters and scenes you can chose from. Students can them record their voices and the characters they have chosen speak their words for them. This is great for a foreign language classroom!

GoAnimate-http://goanimate.com/watch

GoAnimate is a step more complicated and intensive than Animoto. Through this tool, students can create their own videos using text and pictures. This is another option for presentations in many classes. Most students who have used this program with me often go back to it to use for fun on their own!

Comic Life-http://plasq.com/products/comiclife/win

This is a more advanced program and does require purchasing. The program allows students to create a comic book. It is great for upper level students. They can write their stories, add pictures and captions, change the comic book layout, and add special comic book effects to the pictures.

All of these programs require students to create or produce, forcing them to access their higher thinking skills. They also provide for lots of collaboration, as they require different skills to be used. They are great for projects where you may be able to play upon and highlight the special talents and skills of particular students. Also, I believe that the creation of these projects helps them learn about and practice a skill that most of them will use outside of my classroom.

(Post is Unread)

Thread:	Google Earth - Magruder	**Posted Date:**	November 24, 2011 6:36 AM
Post:	RE: Google Earth - Magruder	**Status:**	Published
Author:	Theresa Schill		

Great ideas for using google earth with some fantastic links!
Thank you,
Theresa Schill

(Post is Unread)

Thread:	Google Earth - Magruder	**Posted Date:**	November 18, 2011 2:32 PM
Post:	RE: Google Earth - Magruder	**Status:**	Published
Author:	Sara Robertson		

I used Google Earth in a class once when I was having students research the 7 Ancient Wonders of the World. The used the internet to find the coordinates, then were able to locate the site with them, even though no evidence exists for some of the ancients sites. I then had them add pictures and text to the location they had placed. Finally, the were able to turn it in to a virtual siteseeing tour. They struggled with some of the tech aspects of Google while doing this, but if we repeated the activity again I think it would go much better.

(Post is Unread)

Thread:	Google Earth - Magruder	**Posted Date:**	November 17, 2011 3:40 PM
Post:	RE: Google Earth - Magruder	**Status:**	Published
Author:	Jeaniene Thompson		

Jennifer, I would never had thought to use Google Earth like this. I'm still not sure how to incorporate it into my discipline (digital video) but I do plan to share this information with my daughter, who is majoring in math education at Mizzou and will be graduating next year, and with my co-worker who will be teaching International Business next year. I think there are many possibilities for the use of Google Earth in that course.

(Post is Read)

Thread:	Google Earth - Magruder	**Posted Date:**	November 16, 2011 9:34 AM
Post:	Google Earth - Magruder	**Status:**	Published
Author:	Jennifer Magruder		

I am tremendously excited about using Google Earth in my advanced high school math courses. And what is really neat is that my students are also really excited about using it!

I try hard to show my students how advanced math is applicable to real life and this is difficult to do when you are stuck in a classroom. So Google Earth opens up great opportunities. Here are a few ideas that I have that I hope to incorporate this year in my Pre-calculus and Trigonometry course:

- ● Arc length – Google Earth has measuring tools which we can compare to our results in calculating the arch length using $s = \theta r$
- ● Satellites – mathematically we can calculate how high in space that a satellite must be in order to "see" two different places on Earth. Google Earth allows a visual representation of actual places that could "share" a satellite.
- ● Trigonometry – 3-D structures can now be added into Google Earth using Google Sketch-up. My students can design buildings and landscaping and compute the amount of sunshine that will be blocked by these objects dependent on the level of the sun in the sky.
- Linear Programming – I am working on a project in which my students design their own rescue mission. They need to calculate how they can help the most people by sending a combination of food and water OR tents and medicine OR….. They will be required to actually find a place on Earth where the people require assistance currently and do a Google Earth Flyover to show that a plane could fly from an airport near our home to an landing strip near the area of need.

I believe that Google Earth makes learning real. When you actually can see a place…you feel like you are connected. And making connections is what learning is all about!

Here are a couple of sites to help others get started with Google Earth….the potential is amazing!

• http://www.google.com/earth/learn/beginner.html#searching-for-places Google has created this site containing many tutorials…don't be intimidated by them all…just try one!

  • http://sitescontent.google.com/google-earth-for-educators/ This is a whole community for educators interested in using Google Earth in the classroom.

(Post is Read)

Thread:	Voki and Blogger - Semi Necibi	Posted Date:	November 15, 2011 8:10 PM
Post:	Voki and Blogger - Semi Necibi	Status:	Published
Author:	Semi Necibi		

Favorite web 2.0 tool

Which tool seems to offer the most potential for supporting learning?

A combination of Voki and blogger seems to be an ideal combination for me. I got introduced to those tools through this class and I seem to like them very much. I like to see students collaborate to create a product together. Throughout my teaching career, I always encourage students to work together to come up with a unified product to share with the rest of the class and get evaluated.

In the past, students meet face to face and lately when the college started using Blackboard Collaborate, students started using in to work collectively. However, this tool by itself does not allow room for sharing files and generating a product. For example, in my Computer Information Technology (CIT) 102 class it takes me several sessions to teach my students how to create a webpage using HTML. Often times, this process is tedious and not user-friendly.

When we started using Viko along with blogger in my online class this semester at MU, new horizons were opened to me and I am considering asking my students as a Bonus Project to try to learn these tools to collaborate and deliver their initial products using the new media. I am confident this is going to offer opportunities to contrast and discover the power of web 2.0 tools.

By reviewing several lesson plans included within the help pages of Viko (like this link: http://www.voki.com/lesson_plans.php) I came to realize that there are no boundaries for what can be done with this tool, especially if it is coupled with blogger or other tools. Topics addressed cover: Music, computer technology, language, drama, economics, science,… In brief, there are no limits of what can be covered using those web 2.0 tools.

Provide support for your choice through examples of successful use, ideas you have for use with your learners, research, etc.

The best illustration comes from our collaborative work as a group of 4 participants. In a short period of time we learned a lot about Voki and we were able to use it to provide useful resources for those who would like to use to promote collaboration. You may refer to http://howlandteam8.blogspot.com for illustration.

A teacher who used Voki for teaching languages stated that: "As far as teaching languages is concerned, I have found throughout the years that using Voki helps my students improve their oral proficiency in the target language and that it's often the shy one at the end of the classroom who comes up with the most impressive piece of spoken language." This testimony is included in this link: http://www.boxoftricks.net/2010/09/voki-for-the-classroom/

I would like to draw from my past experience with learnCentral.org which is defined as an open environment that is half social network and half learning community. The site can be used to create courses, host meetings, connect with other education enthusiasts, and find learning courses. I got the chance to access and use learnCentral.org for some time. Among its best offerings is webinars available for free. I was able to join multiple groups and receive updates about their field of interest. This interaction culminated in attending Elluminati in 2010 where participants from different parts of the world attended virtually a whole conference. This type of virtual conference has become widespread and several entities are holding them regularly, like publishers and Cisco Networking in my field of interest. I will try to see if there are groups who have similar interests so I can stay current and access the wide array of resources available for sharing.

After drafting my response I went back and searched for a product similar to learnCentral.org, I was able to find at least one forum that provides a medium for sharing resources and getting answers, like http://forums.voki.com/posts/list/3.page where the teacher's corner allows room for sharing experiences.

(Post is Read)

Thread:	Learning from Spotify?	**Posted Date:**	November 26, 2011 9:12 AM
Post:	RE: Learning from Spotify?	**Status:**	Published
Author:	William Morgan		

I would have LOVED this class in high school. I still remember (from 20 years ago) when we had Teacher Symposium Day or something similar in high school. Teachers got an hour to teach about something they really loved. I saw a presentation on classic reggae from an old hippie history teacher (Lee Scratch Perry, Bunny Wailer, Eek-a-Mouse, etc.). I hated high school but I still remember every song from that presentation. I'm sure you will get a least one student who says the same thing twenty years from now! Good luck with it.

(Post is Unread)

Thread:	Learning from Spotify?	**Posted Date:**	November 20, 2011 11:39 PM
Post:	RE: Learning from Spotify?	**Status:**	Published
Author:	John Wilkinson		

William -

Yes, this is a great site/pay service. I'm likely going to be teaching an elective music class next year for high school students called History of Rock and Roll (or we may go with History of Popular Music). I've worked full time in the music industry for over 15 years so teaching this will be great. There are several fantastic books out there that the colleges use for this sort of class and many of them come with included CDs, etc. That's nice and all, but it's rather limited in terms of what is available for students to listen to. I have an iTunes library of over 10,000 songs but again, that limits me to what I have. Spotify opens up an almost endless supply of music.

On the topic of teaching History of R&R, the focus of the class will be two fold.
1. Students will learn the history of popular music. Yes, Lady Gaga is great. Where did that come from. Where did rap come from. How was Elvis a country and a rock and roll singer
2. Teaching the idea that culture and art directly impact and influence each other. The glaring example of this would be...Why was the music in the late 1960's pissed off? Because everyone in the late 1960's WAS pissed off. Why were they angry? That sort if thing.

Resources like iTunes and in this case, Spotify enable me to do my job better.

(Post is Unread)

Thread:	Learning from Spotify?	**Posted Date:**	November 17, 2011 3:37 PM
Post:	RE: Learning from Spotify?	**Status:**	Published
Author:	Jeaniene Thompson		

Bill,
You should market that idea! Actually, something like that what you are proposing is probably in the works somewhere. Again, one issue I can foresee will be access for students although I am finding more and more of my students do have cell phones and a lot of them have smart phones. I haven't tried Spotify yet myself but sound like something worth investigating!
Jeaniene

(Post is Read)

Thread:	Learning from Spotify?	**Posted Date:**	November 16, 2011 11:54 AM
Post:	RE: Learning from Spotify?	**Status:**	Published
Author:	Sara Robertson		

I just learned about this tool from my mother of all people. She saw it while surfing Facebook and fell in love with it!

In my classroom, I often use popular songs to practice grammar things. For example, I will chose a song, project the lyrics, and ask students to do things like identify verb tenses, clauses, sentence fragments, etc. It puts an enjoyable spin on a task they usually dislike doing!

(Post is Read)

Thread:	Learning from Spotify?	**Posted Date:**	November 16, 2011 5:06 AM
Post:	RE: Learning from Spotify?	**Status:**	Published
Author:	Theresa Schill		

William,

Thank you for sharing about Spotify. I had never heard of that app. If you are able to leave comments when you upload your list, the students could use that to form a good explanation, which is difficult for my students that are fifth graders. They are still trying to write a good paragraph. Practice, Practice, Practice.

Best to you,

Theresa Schill

(Post is Read)

Thread:	Learning from Spotify?	**Posted Date:**	November 15, 2011 7:45 PM
Post:	Learning from Spotify?	**Edited Date:**	November 15, 2011 7:46 PM
Author:	William Morgan	**Status:**	Published

My personal favorite Web 2.0 tool is one that I have no idea how to tie to education--Spotify. It's a music service that allows a user to listen to almost any band, but more importantly, it's also a social experience. It's my favorite for personal reasons, but it is also designed in a way that encourages authentic interaction.

Spotify takes an individual activity—-listening to music—-and tries to make it social and interactive. It instantly connects with all your friends through Facebook. It lets you recommend songs, show people what you are listening to, work together to make playlists (like "Best Songs of 2011"), send Twitter messages, drop songs into other people's mailboxes, and blog about the music you are enjoying. It makes music social in a natural way by trying to imitate the way we drop the name of a band to a friend or lend out a CD.

I guess I'm fascinated by Spotify as a learning tool because it interacts in the way my students like to think— seemingly effortlessly and in small bits at a time. As an English teacher, I obviously can't do much with Spotify in my classroom. However, I'd love to see something similar based on reading. Once we all switch to e-readers, it should be easy to underline passages, share thoughts on what we are reading, post quotes, makes lists to share, comment on what other like, etc. I can have my students do this now, but it always feels forced. ("Time to head to the computer lab to post a comment about my book.") Although I'm a big fan of technology in education, I really don't think it will reach its potential until interacting with the technology becomes effortless. An example of this was VoiceThread. I thought this was a fabulous tool, but it takes a lot of setup. You have to register for an account. You have to sign in and search for the proper VoiceThread. You have to hook a microphone and/or a camera to your computer if you don't have one. The amount of effort and organization it would require to get my students to use it wouldn't be worth the payoff. However, make it easy—-smartphones with built-in cameras, e-mail addresses that let students quickly send video comments to specific VoiceThreads—-and they would build a community. My favorite Web 2.0 tool would combine the social aspect of Spotify with the student-friendly video of VoiceThread and the endless library of Google Books, and then make it easy to access with a smartphone. Oh, and throw in the avatar interactivity of Turntable.fm so they feel like they are truly working together.

(Post is Read)

Thread:	Google Apps_ Schill	**Posted Date:**	November 17, 2011 8:45 PM
Post:	RE: Google Apps_ Schill	**Status:**	Published
Author:	Carmen Weiss		

Until now I start looking all the google apps tools and was impressed that it has similar applications as Microsoft outlook. I use Outlook every, and had problems with my yahoo account when I want to send some emails that only outlook supports, I will try to send them in my new gmail account and see if I am lucky. I like of google aps that you can find mostly all you need in one place.

(Post is Unread)

Thread:	Google Apps_ Schill	**Posted Date:**	November 17, 2011 6:43 PM
Post:	RE: Google Apps_ Schill	**Status:**	Published
Author:	Theresa Schill		

I have not had the nerve to rely on an online calendar, yet. I have started them but seem to fall back onto my paper one. Sharing with the family is the hardest part of an online calendar.

Thanks,

Theresa Schill

(Post is Unread)

Thread:	Google Apps_ Schill	**Posted Date:**	November 17, 2011 3:44 PM
Post:	RE: Google Apps_ Schill	**Status:**	Published
Author:	Jeaniene Thompson		

I rely entirely on Google Calendar to keep me organized. I love that I can look at the calendar on any computer and through my iPhone. I was one of those reluctant people who struggled to let go of my "paper" calendar. Now I wouldn't have it any other way. Not only can you have your own personal calendar on there, you can set up calendars for groups, such as one of your classes, and then allow your students to access the calendar.

(Post is Read)

Thread:	Google Apps_ Schill	**Posted Date:**	November 16, 2011 4:58 AM
Post:	RE: Google Apps_ Schill	**Status:**	Published
Author:	Theresa Schill		

William,

I agree that the more you use Google apps the more you can dream up ways to use it. I get so excited thinking of the possibilities. Getting the computer lab time is my biggest obstacle, but the students are more focused when they know their time is limited and they need to make the best of their time. Thank you for sharing.

Best to you,

Theresa Schill

(Post is Unread)

Thread:	Google Apps_ Schill	**Posted Date:**	November 15, 2011 7:54 PM
Post:	RE: Google Apps_ Schill	**Status:**	Published
Author:	William Morgan		

The best aspect of Google Docs to me is that it appears at first to be simply an old-fashioned office suite. Yet the more you use it, the more you realize that you can do with it. It almost magically turns into a Web 2.0 tool as you invent new ways to use it!

Thread:	Google Apps_ Schill	**Posted Date:**	November 15, 2011 6:13 PM
Post:	Google Apps_ Schill	**Status:**	Published
Author:	Theresa Schill		

The possibilities for communicating, sharing information, collaborating, creating, and learning through social or educational networking tools
 -- Google Apps, Twitter, Ning, VoiceThread, blogs, wikis, shared bookmarks, etc. -- are immense. Which tool seems to offer the most
 potential for supporting learning? Provide support for your choice through examples of successful use, ideas you have for use with your learners, research, etc.

Favorite Web 2.0 Tool

I really enjoy the options available to educators with web 2.0 tools. The list seems to grow greater and more exciting every time I read about programs available. I have used many of the available sites listed through my adventure toward receiving my masters. The plethora of programs, many which are free of charge has changed the way educators can present materials to students and how students interact. The most exciting use with my fifth grade students is the availability and extensive variety of tools made available through Google apps.

Google has made programs available that allow open ended discussion, document creation, slide shows, chat, drawing, graphing, and all with no cost to the educator. We currently pay several thousand dollars a year to use Microsoft tools and they offer less than Google apps. Students can work at home or school on projects without using a jump drive to transports files. This comes in handy when students are unable to be at school due to illness or family issues.

Examples of available Google applications are, blogger, calendar, docs, groups, page creator, Picasa, Sketchup, book search, Geo Education, News, Google search (which can be modified for your needs), and Picnik. Picnik is a new program that allows educators to create profile cards on their students with pictures which comes in handy when discussing students with their parents. You can place comments and work examples to keep track of student progress.

The program that I have used personally and want to use with my students is Google docs. I currently use a webquest, I created; http://leeton.k12.mo.us/Schill website/tschill webquest/indextschillwebquest.html , with my students that uses a printed journal to collect and record data. I want to use google docs to create this journal online. The journal would become a living document that would record the
participation of the students and give the students more of a cooperative feel to their experience. The document would be available online for the students to share with their family and friends.   With the available online tools to create and present materials the students can use this experience to build confidence and experience to further their education.

Google documents keeps track of who is online and who has added to the document allowing me the ability to keep track of student participation. That information comes in handy when grading and discussing participation with students or parents.

Thread:	Wikis and Facebook Andy Till	**Posted Date:**	November 16, 2011 10:34 AM
Post:	RE: Wikis and Facebook Andy Till	**Status:**	Published
Author:	Sean Parada		

Hi, Andy. You make a couple of interesting points. I'd never realized the way images can be used to help special-ed students communicate, but that makes the Internet a very valuable tool, like you say. I think that any method you can use to reach students, and to help them feel comfortable with you, should be used. The same applies to your comment about shy students and Facebook. This is one thing I can vouch for personally -- shy children may be very uncomfortable speaking face-to-face with others, but may be perfectly articulate when they have a chance to write their thoughts. I've often felt that schools don't make allowances for shy children, instead forcing them to behave like everyone else, or ignoring them if they can't compete in an outgoing environment. I wish more teachers would allow shy students to contribute in the ways that are more comfortable for them, and I think it's really good that you're doing that.

(Post is Unread)

Thread:	Wikis and Facebook Andy Till	**Posted Date:**	November 16, 2011 6:37 PM
Post:	RE: Wikis and Facebook Andy Till	**Status:**	Published
Author:	Andrew Till		

I have had the same feelings towards Facebook, it has taken some time for me to change my thinking. I have had some initial conversations with the district, they are pretty dead set against FB, it is going to take some work.

(Post is Unread)

Thread:	Wikis and Facebook Andy Till	**Posted Date:**	November 15, 2011 6:18 PM
Post:	RE: Wikis and Facebook Andy Till	**Status:**	Published
Author:	Theresa Schill		

I had never thought about facebook encouraging reading. I can see how that would encourage reluctant readers to take an interest. Facebook has such a bad rap that I have never joined. Schools could set up a facebook that would allow the use without the problems of dealing with the general public. You should probably contact them and make a suggestion.

Thanks for sharing.

Theresa Schill

(Post is Unread)

Thread:	Wikis and Facebook Andy Till	**Posted Date:**	November 16, 2011 6:35 PM
Post:	RE: Wikis and Facebook Andy Till	**Status:**	Published
Author:	Andrew Till		

Voice Threads are not bad idea, I guess I did not give them a ton of thought, mainly because I have so much video.

(Post is Unread)

Thread:	Wikis and Facebook Andy Till	**Posted Date:**	November 14, 2011 9:59 PM
Post:	RE: Wikis and Facebook Andy Till	**Status:**	Published
Author:	Sherie Green		

I love your optimism Andrew! (solving problems like this is part of the fun of teaching) I also love that you are finding new and different ways to communicate with your non-traditional students. You meet them "on their turf" - this is helping your build a relationship that you could not have done without technology.

I want to also share VoiceThread with you. You might find that useful with sharing some of your ideas to other colleagues. You could upload your images here and then leave comments. The comments could be written, audio, or even webcam. Sometimes it is easier to verbalize information instead of written communication. Also, your students might like the audio component of it. They could leave comments and then listen to each other.

(Post is Unread)

Thread:	Wikis and Facebook Andy Till	**Posted Date:**	November 14, 2011 8:47 PM
Post:	Wikis and Facebook Andy Till	**Status:**	Published
Author:	Andrew Till		

My two favorite tools are Wikis and Facebook. One thing that I run across with special ed students 18-21 years of age is non-readers. Communication with them is often done in picture format like PECS. Having a bunch of iPads has allowed us to move some of the communications tools to a portable digital format. The ease of downloading pictures, video and audio to the internet means my students have the ability to get the tools they need to communicate with devices they already have (phones, iPads, computers). I like that internet tools are relatively cheap and work across different operating systems. It is amazing how much information a student can learn even though they can't read.

I enjoyed collaborating with Wikispaces and that would be my favorite tool. It is a tool that I think would work really well with collaborating with other transition teachers. Transition programs in Washington are relatively new. The program I work is the biggest in the state and one of the leaders, we are only 9 years old. When I meet other teachers there is a real desire to share ideas and resources, problem is there is no way to bring everything you could possibly need with you. Sharing via email is nearly impossible, my district has a size limitation on files that is smaller than the shortest of videos I would like to send. Wikispaces will allow me to post my videos, podcasts, and written procedures in a forum that encourages collaboration.

Facebook can do many of the same things that a Wiki does, but do not really like the layout. There are too many adds and sections, I find it can be difficult to find what I am looking for. Where I see Wikis as a place I can collaborate with other teachers, I see Facebook as a place I can communicate with my students. Many of my students are already on Facebook and quite active. Facebook allows me to communicate with them in their preferred method and time. One student in particular is very shy, I am lucky to hear more than a hello each week. On Facebook she will write me pages of well thought-out ideas, something I doubt I would every get if I didn't meet her on her terms. Unfortunately at this time Facebook is blocked which limits how and when I can use it, but solving problems like that is part of the fun of teaching.

(Post is Unread)

Thread:	VoiceThread, Facebook, Wikispaces, YouTube	**Posted Date:**	November 20, 2011 11:51 PM
		Status:	Published
Post:	RE: VoiceThread, Facebook, Wikispaces, YouTube		
Author:	John Wilkinson		

YouTube is a great resource for History classes. Lots of fantastic content that can be accessed for free.

As for uploading student created content. YES!!!

I've read posts in this class and a few other about how the school servers are not big enough to handle all of the student created content. This should be irrelevant! The big three are video, photos, and music. YouTube addresses the video and music and sites like smugmug and similar address full resolution photos.

I understand that many schools have limited financial resources, but we have to do our best to have the technology we use be better, or at least as good as what students use outside of school otherwise we relegate ourselves and our school to being less than relevant. Same thing for schools. Schools must DEMAND that the technology and the services they pay for be great, and by great I mean something that an end user would pay for. Having convoluted software that has bugs that persist for months is not acceptable. A bug is something that is known, addressed, and fixed. When it persists for months, it's not a bug, it's a "doesn't work." Kind of like the OUT OF ORDER sign on the restroom at the local McDonalds. When the sign is handwritten because it was posted earlier in the day and the plumber has not come by yet, that's simply a consequence of having a restroom. But when the sign is printed from a computer and laminated, there are bigger issues.

(Post is Unread)

Thread:	VoiceThread, Facebook, Wikispaces, YouTube	**Posted Date:**	November 17, 2011 9:00 PM
		Status:	Published
Post:	RE: VoiceThread, Facebook, Wikispaces, YouTube		
Author:	Carmen Weiss		

Hi Sean:

You can consider You Tube for professional development or to find a community that shows videos of your interest . I watch many of the news and conferences in you tube and will definitely feel comfortable making a presentation in you tube . I work both with mac and pc's and found that imovie(mac) is so easy to use and upload the video that I even sign up for you tube. Still need to test it.

I am also curious to use Voicetread being able to make a presentations in 6 different formats is awesome. Thinking of that I will check if Jeanna answered the questions posted in the last forum.

(Post is Unread)

Thread:	VoiceThread, Facebook, Wikispaces, YouTube	**Posted Date:**	November 16, 2011 10:22 AM
Post:	RE: VoiceThread, Facebook, Wikispaces, YouTube	**Status:**	Published
Author:	Sean Parada		

Thanks, Theresa. Since I'm not a teacher myself, I can only try to imagine how I would use these resources myself. It's good to see how you and Andrew are working with them now.

(Post is Unread)

Thread:	VoiceThread, Facebook, Wikispaces, YouTube	**Posted Date:**	November 15, 2011 6:23 PM
Post:	RE: VoiceThread, Facebook, Wikispaces, YouTube	**Status:**	Published
Author:	Theresa Schill		

I too use youtube for several presentations throughout the school year. There are some great science and social studies resources available. I try to put the videos on my computer to show at school. Our internet is slow so they freeze up. Teacher tube allows you to load resources onto their site but again the speed makes it not worth the hassle.

Best to you,

Theresa Schill

(Post is Unread)

Thread:	VoiceThread, Facebook, Wikispaces, YouTube	**Posted Date:**	November 14, 2011 8:52 PM
Post:	RE: VoiceThread, Facebook, Wikispaces, YouTube	**Status:**	Published
Author:	Andrew Till		

Sean, I am glad you mentioned YouTube and like what you have to say about it. My school just happens to have the cameras and computers to edit film. Each semester I have a group of students that produce training films for other students. YouTube would be a good place to archive all of them that is easily accessible. They could also be available for students that have exited our program.

(Post is Unread)

Thread:	VoiceThread, Facebook, Wikispaces, YouTube	**Posted Date:**	November 14, 2011 4:35 PM
Post:	VoiceThread, Facebook,	**Status:**	Published

	[Wikispaces, YouTube](#)
Author:	Sean Parada

It's difficult to know how to choose a "best" Web 2.0 tool, because it depends on whether you define best in terms of the number of possible applications, its cost and practicality, or the degree to which students would respond to it. There's a case to be made for all three elements, so I'll have to give a multi-part answer.

The best site would allow the most options -- being able to post text, links, and other information in a wide variety of formats, and enabling easy communication and contributions from the students as well as the teacher. Of the tools I've looked at, VoiceThread seems like it would be hard to beat in terms of how many things it can do: teachers can post photos, videos, audio, already existing documents and files (for example, from Office); they can use the doodle feature to illustrate points in a similar way to a blackboard; and teachers and students can post comments and hold discussions in a wide variety of formats. In terms of the technical possibilities, VoiceThread seems to offer the whole package.

One drawback to VoiceThread, Ning, etc., though, is that they cost money. This isn't necessarily a lot, but still, it would be fair to look at sites that offer most of the same features for free. Two of the sites that struck me are Facebook, which the K-12 conference session I looked at won me over to, and Wikispaces, which our team used for our project. These don't offer all of the advanced features of VoiceThread, but if giving up doodles and the ability to leave audio comments will save your school several hundred dollars, why not use them? Teachers can still post a wide variety of links and other information, and two-way communication is easy, including live chat in the case of Facebook. Facebook impressed me particularly, because it allows students to "friend" other pages the teacher might recommend, such as museums or news sources, and students can then get updates from a number of useful sites. Students will also be alerted when new messages are available. In addition, unlike VoiceThread, most students are probably already on Facebook, so it could be used immediately, with no learning curve.

I did want to mention YouTube, too, even though its applications are more limited. Obviously, it allows teachers the opportunity to show students a wide variety of videos, including lectures and documentaries on different topics. The full use of YouTube is reserved for schools that have access to cameras, editing software, etc., but on the whole it's very easy for people with no particular technical skills to upload their own videos. Any video project would be likely to generate a great deal of enthusiasm from students -- whether it's a play, a musical performance, a talk or presentation, a debate, a documentary, a vlog or reality-show-type video, the knowledge that their work will be posted for anyone in the world to see would definitely be an incentive for students to make their best efforts and unleash their creativity.

(Post is Unread)

Thread:	Stout - Voicethread and Wikis	**Posted Date:**	November 20, 2011 9:57 PM
Post:	[RE: Stout - Voicethread and Wikis](#)	**Status:**	Published
Author:	Susan Rodenberg		

Karen,

Personally I do not like voice thread all that much, mostly because I feel a major component of it is using video and audio recordings. These tend to bother me when I am looking at the information. I also dislike the idea of video/audio recording myself and listening to it. Do you think that students might feel the same way and be aprehensive to use it?

As for Google sites and Wiki's I have to say I totaly agree that they are great! I used Google sites to create myself a site at the begining of the school year last year when my school had just opened and things such as a school site were not on the top of the list (we started the year without enough furnature and no curriculium materials for teaching the students!!) I know I really like the ease of use when it comes to google. With Wiki's this course was the first time I used one and I have to say I feel it was also easy to use, and both offer so much to do it the classroom. I personally like the functionallity of Google better because that is our school wide email program and I have access to all the different things from Google apps so I really get into finding new ways to use them in my classroom! I think you have some great ideas!

(Post is Unread)

Thread:	Stout - Voicethread and Wikis	**Posted Date:**	November 14, 2011 2:56 PM
Post:	Stout - Voicethread and Wikis	**Edited Date:**	November 14, 2011 2:58 PM
Author:	Karen Stout	**Status:**	Published

The possibilities for communicating, sharing information, collaborating, creating, and learning through social or educational networking tools -- Google Apps, Twitter, Ning, VoiceThread, blogs, wikis, shared bookmarks, etc. -- are immense. Which tool seems to offer the most potential for supporting learning? Provide support for your choice through examples of successful use, ideas you have for use with your learners, research, etc.

Technological tools promote student engagement, increase motivation, and ultimately enhance the quality of the learning experience.

Voice Thread is easily accessible and free, so it is cost effective, and can be applicable across multiple subject matters. The article, Using VoiceThread to Promote Learning Engagement and Success for All Students by Stein Brunvand and Sara Byrd (http://voicethread.com/media/misc/support/JTECVoiceThread.pdf) shares some examples of how VoiceThread could be used across different subjects. I really like the one for Language Arts that could help with a prewriting exercise. A teacher could upload images that represent a certain genre or topic and then ask the students to create a story based on the images. They could be done individually or in groups or even asked to build on one another to see what each student would envision and create. Students become active participants in the learning process for writing. The wonderful thing about this tool is that it not only incorporates images but also voice instruction. The clarity that gives and the immediate time it gives it is great. Since you can post comments in various ways, it also gives the students the access to ask questions for clarity as well. For the shy, timid student, this is a way to voice your opinion but not necessarily in the usual setting that can be so intimidating.

Wikispaces/Google Sites are probably my other favorite tool. I have used a couple of these now during my program completion and I love the ease of usability they offer and also the wonderful display that they have. I like that wikis allow just about any kind of content to be uploaded. You can attach documents, post videos, hyperlinks, etc. So, it has options that can suit many needs. I believe they are great tools that enable students to work collaboratively in a workspace that is open and easily accessible. When students are assigned group work and they have a tool like this to use, they are more engaged. Although they have an individual piece that is "their own", that part is just one piece of the pie. So, I do believe a student will put forth more effort in learning and research when they realize how visible their work will be. A good scenario for a wiki would be to establish the wiki for a large group and assign sections to individuals but also assign partners to students. Your job for your partner would be to review and critique their work. The end result of that would be that each student is becoming familiar with <u>at least</u> two sections. Plus, it gives them practice in reviewing another person's work and then interpreting the review they received back on theirs. Obviously a structured critique form from the teacher would likely be necessary in most instances to keep harmony depending on the age of the students.

(Post is Unread)

Thread:	VoiceThread: Sharp	**Posted Date:**	November 15, 2011 10:54 PM
Post:	RE: VoiceThread: Sharp	**Status:**	Published
Author:	Justin Sharp		

That is too bad, there is nothing as frustrating as a well laid plan that fizzles. I know I would have to get a mic for the student computer in my room. Or instead just encourage students to leave audio comments from home, since there is an app for VoiceThread cell phone use might reach more of them anyway.

(Post is Unread)

Thread:	VoiceThread: Sharp	**Posted Date:**	November 15, 2011 6:32 PM
Post:	RE: VoiceThread: Sharp	**Status:**	Published
Author:	Theresa Schill		

I think that the use of voicethread would increase the interest of some students to participate. My experience with voicethread was not so great as my microphone must not work correct as you couldn't hear what I said. Students do like to hear their voice, so it would add an extra element to the project.

Best to you,

Theresa Schill

(Post is Unread)

Thread:	VoiceThread: Sharp	**Posted Date:**	November 13, 2011 2:58 PM
Post:	VoiceThread: Sharp	**Edited Date:**	November 13, 2011 3:11 PM
Author:	Justin Sharp	**Status:**	Published

     The best new web 2.0 tool I've encountered during this course if VoiceThread. While this is the tool our group did our project over, I truly feel this is an amazing tool that can be used to engage students in a more meaningful way. VoiceThread allows you to upload slides, include links, post video, audio, or text comments. These can even include you drawing upon the slide itself to help illustrate your point. I have not had a chance to use this in my class yet, but I do plan to.

     I plan to use this mainly as a way to increase discussions on different topics in social studies that we encounter throughout the year. Also I see it as being a great tool to use for students to create multimedia presentations over various historical figures. A third idea I have is to use this in place of the typical PowerPoint or Smart Notebook presentation for a Smart Board. This would automatically be available online for students to view at home. This would also solve the absent issue for getting students caught up when they miss classes. Fore research this would allow collaboration around images of primary or secondary soruces. I do have to say I don't know that there is any one tool that provides the most potential for learning, but VoiceThread is at least as good as any I've come across.

(Post is Unread)

Thread:	Geocaching, Blogs, and Skype - Tombs	**Posted Date:**	November 18, 2011 2:22 PM
Post:	RE: Geocaching, Blogs, and Skype - Tombs	**Status:**	Published
Author:	Sara Robertson		

I completely agree with your thoughts about Skype. Our school district endorses it and uses it, but on an individual level, I have encountered administrators who find issue with it. I can never really understand the opposition. What a powerful tool for sharing and collaborating. I once saw a Spanish teacher use Skype in her classroom whil eteaching her own students and students in another high school how to dance. The teacher at the other school did not know any SPanish dancing, so our teacher was able to use her expertise to help out. It was great and also hilarious to see the kids trying out the steps via Skype.

(Post is Unread)

Thread:	Geocaching, Blogs, and Skype - Tombs	**Posted Date:**	November 20, 2011 7:55 PM
		Status:	Published
Post:	RE: Geocaching, Blogs, and Skype - Tombs		
Author:	Carmen Weiss		

In other countries Skype is blocked too. The government owns the BTL the telephone company I think that is why. I was following a blog that uses Word Press andI wanted to sign up to receive the updates but I could not find where to subscribe. Check if you have time. http://www.belize.com/news/
Thanks

(Post is Unread)

Thread:	Geocaching, Blogs, and Skype - Tombs	**Posted Date:**	November 20, 2011 11:43 AM
		Status:	Published
Post:	RE: Geocaching, Blogs, and Skype - Tombs		
Author:	Matthew Tombs		

The program I used to set up my blog is WordPress. I believe it is probably similar to Blogger; gives you sample templates/formats to choose from when setting up your blog. Why does Belize government block Skype? Seems kind of silly.

(Post is Unread)

Thread:	Geocaching, Blogs, and Skype - Tombs	**Posted Date:**	November 16, 2011 10:37 PM
		Status:	Published
Post:	RE: Geocaching, Blogs, and Skype - Tombs		
Author:	Carmen Weiss		

Mathew:
Both of the tools you choose I choose them too as my favorites. Blogs, I have learned from other blogs a lot, for example following my friends travel journal . In the class I ahve not use them but will be interesting to see how students writing is promoted . What type of blog are you using . I just finished signing up for my blog in blogger , it was so easy to set it up and I posted an article of my experiences in Belize .
Skype I love it even though Belize government blocks it, I use it every day for videoconference with family. In Albania I started to teach Spanish and I still have 2 students that I helped them improve their language skills . We meet once a week and we practice a lesson, we do reading maintenance and some exercise and I tutor them. I can have one to one class or a group class.

(Post is Unread)

Thread:	Geocaching, Blogs, and Skype - Tombs	**Posted Date:**	November 13, 2011 11:17 AM
		Status:	Published
Post:	RE: Geocaching, Blogs, and Skype - Tombs		
Author:	Andrew Till		

I started Geocaching with my now 11 year old son a few years back. I always make him write notes in the cache

when he finds them as well as keep a journal. For my son it is more of a social and writing activity more than science, maybe because he uses the Deocache Jr., it only points to the next closest cache.

I used to use Yahoo Messenger Video Messenger, now we use Facetime, both do the same thing as Skype. My wife sends a couple weeks in Hong Kong each year, it enables my 3 boys and I to get a small taste of the culture. We have played around with Facetime in the classroom a little bit to monitor students out in the community. It enables us to observe multiple sites in a much shorter time. The biggest issues we have is that only a few of our sites are wifi enabled. I can see the use of Skye like tools growing as we become more and more connected.

(Post is Unread)

Thread:	Geocaching, Blogs, and Skype - Tombs	**Posted Date:**	November 10, 2011 3:37 PM
		Edited Date:	November 10, 2011 3:43 PM
Post:	RE: Geocaching	**Status:**	Published
Author:	Justin Sharp		

After reading this I had to go look into more details on geocaching, I've heard the phrase before but never bothered to look into it. It looks like a very engaging tool and I plan to give it a go in my class. Do you think they put more thought into the comments because their peers will see them? Or because they were excited about the assignment? Or both? Either way the goal of engaged learners is achieved. I'm glad I read your post as I have found a new tool to use.

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Thread:	Geocaching, Blogs, and Skype - Tombs	**Posted Date:**	November 5, 2011 6:11 PM
		Status:	Published
Post:	Geocaching, Blogs, and Skype - Tombs		
Author:	Matthew Tombs		

The Internet has not only changed the way that we access information, but now with Web 2.0, it has ultimately changed the way we learn, communicate, and publish our thoughts, emotions, and day to day routines. The world of logging onto a computer to solely research a topic and print out results is over. With tools like GPS and geocaching, blogs, and Skype, the opportunity for meaningful learning with technology is endless.

After watching the K-12 online conference on GPS and geocaching, I was immediately hooked on the potential that this tool has for supporting learning. I had heard about geocaching prior to watching this online conference, and I was eager to learn how to implement such a tool into my classroom with my students. After watching this conference, I learned that geocaching can be cross-curricular, by not only allowing students to learn about latitude, longitude, and distance measurement when locating caches, but also by tying the caches to literature and math equations. Additionally, geocaching helps to establish effective team and group building, as the students collaborate together to reach a common goal. Lastly, students can learn about not only their own community and region through accessing caches and travel bugs, but they can also increase their sense of the world and new places.

Another technology tool that I have personally implemented into my classroom is the use of blogs. As part of my Learning with the Internet Project, I set up a literature blog with my students. Traditionally in my school district, students have been required to write response logs and letters in their Reader's Notebooks that contain their thoughts, connections, questions, and predictions about a book, along with support from their text. However, after reading about the potential that blogs have on an educational level I decided to set up a blog with my students. I wrote a post relating to the literature

set book that we are reading together in class, and the students were required to comment on my post with their own thoughts and opinions, while still providing support from the text. The biggest difference between the students writing in their notebooks and posting a comment on a blog is the ability to have their comments read by their classmates. Being that most of my students subscribe to social networking sites like Facebook, the idea of posting comments is nothing new for them. However, by tying this tool to literature allowed them a meaningful purpose when blogging. I read their first blogged comments yesterday and I was immediately taken back by the thought they put into these; I am excited to continue using this blog as we start an author study on Gary Paulsen.

The last tool that I wish to discuss, which I have used on a personally level, is Skype. I have family members who are missionaries in South Africa and we use Skype to not only text back and forth online, but to chat live with our web cams. However, looking past this social aspect, I see the real potential in implementing this tool in an educational sense as well. I would love to work with another classroom of students in a different area, similar to what Leanna Johnson has done with Global Virtual Classroom. By using a tool like Skype, the students would be able to communicate with one another by video conference. I am excited to learn more about how Skype can be implemented in my classroom.

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