THE AMAZING WEB 2.0 PROJECTS BOOK

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If you would like to be kept informed of other Web 2.0 publications, either follow Terry on Twitter or sign up to the free Computers in Classrooms newsletter.

To find out more about the work I do, please visit the What I do page of my website.

See also: Coming of Age: An Introduction to the NEW Worldwide Web. Obtainable free from http://www.ictineducation.org/db/web2/.

Copyright statement

Further copies and updates

This booklet may be downloaded free of charge from http://www.ictineducation.org.

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And last but not least, Elaine for not minding being a Web 2.0 widow whilst I was engaged in this project!

Disclaimer

Introduction

The purpose of this booklet is to give you some practical ideas about the kinds of things you can do with Web 2.0 technology. Please note: this was not intended to be a compilation of projects using cutting edge applications. I simply invited teachers to share what they have been doing. This book is, in effect, a much-expanded update of the previously-published 60 Web 2.0 Projects book.

In many cases the projects were in their infancy. Also, almost all projects will need following up in some way. For example, what were the longer term benefits, or what exactly was meant by "amazing results"?

All the descriptions have been provided by the teachers themselves. I received quite a few submissions, via an online survey, but only a relative handful have been included here, for a variety of reasons:

- Some people asked for their projects not to be made public. I have respected that wish.
- Some projects were not viewable by the public. I have actually included some of these where the description was detailed enough to give the reader an idea of what was going on; otherwise, I couldn't see the point.
- I have not used submissions where there were very few details **and** no website to check out.
- I have omitted repeated descriptions of similar projects, but have included the URLs referred to.

As you will see, I have arranged the projects according to the age range they address. However, I do think it may be worth your while looking through **all** of them. I, for example, found several ideas for podcasting in primary (elementary) schools from the projects listed in the higher age groups.

I hope you find the booklet useful, and I should be extremely grateful for any feedback you would like to give me (mailto:terry@ictineducation.org?subject=Feedback).

If you think the book is good, please feel free to give it away, or host it on your own website.

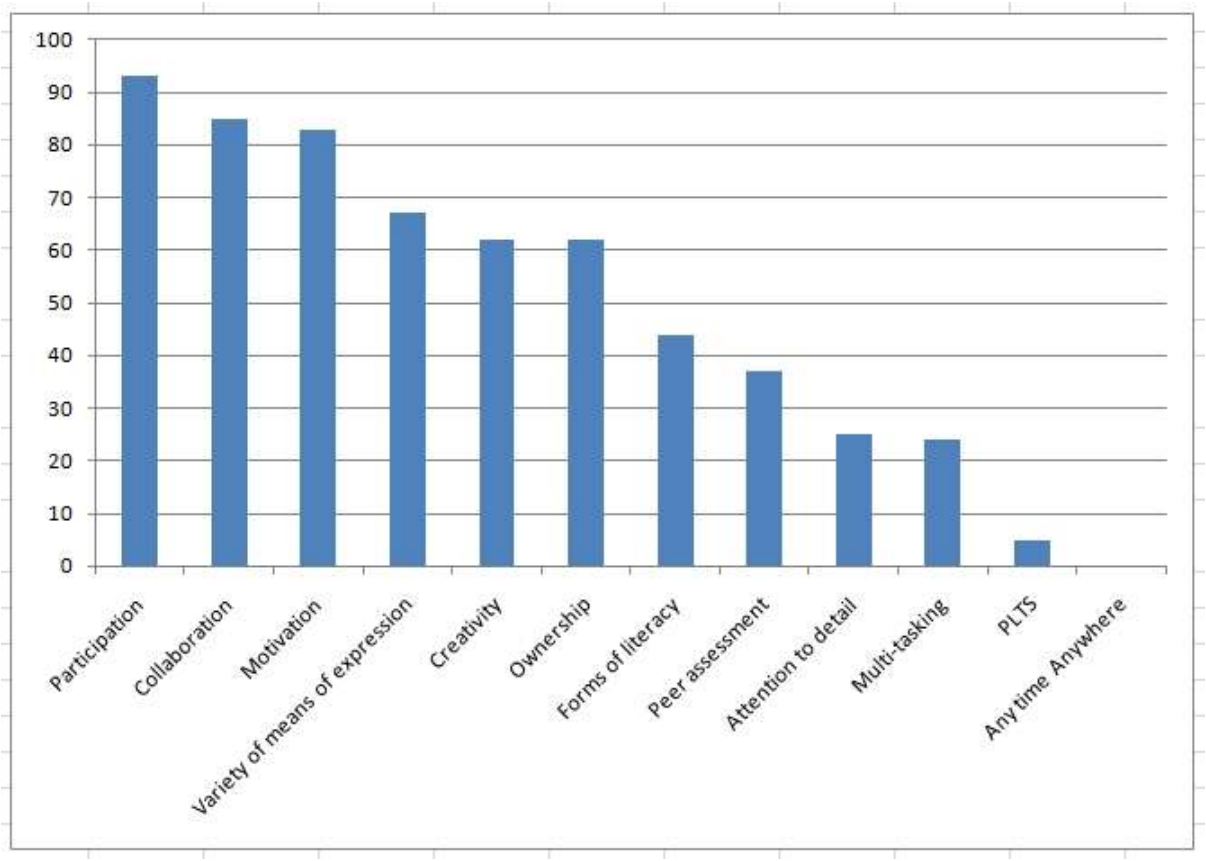
Benefits of Web 2.0

The contributors to this book were asked to select the benefits of using Web 2.0 applications in education, from a list. Here is what they said. The scale is in percentrage points.

The PLTS are the Personal Learning and Thinking Skills, which is the UK's summary of 21st century skills. They comprise the following characteristics of people with these skills:

- Independent enquirers.
- Creative thinkers.
- Reflective learners.
- Team workers.
- Self-managers.
- Effective participants.

Very few people selected this, probably because they were either not sure what the term meant, or that these skills are subsumed in the other attributes listed.



Challenges of introducing Web 2.0 applications into school

The contributors cited the following concerns associated with using Web 2.0 into the classroom, in decreasing importance:

- E-safety issues.
- Student conduct online.
- Public accountability.
- Traditional ethos.
- Assessment issues.
- ICT skills of staff.
- ICT skills of students.
- Infrastructure.
- Technical and other support.

Their individual solutions and recommendations may be found in ther project pages.

Applications mentioned in this book

21 Classes

Animoto

Aviary

Blabberize

Cover it live

Edmodo

Etherpad (Note that this will no longer be available after March 2010; PrimaryPad and Google Wave (when available) can be used in a similar way).

FlashMeeting

Flickr

Fronter

GarageBand

Geni

Glogster

Goanimate

Google Analytics

Google Apps for Educators

Google Calendar

Google Docs

Google Earth

Google Maps

Hootsuite

iMovie

iTunesU

Jing

Ning

PBWorks

Picassa

Podomatic

Posterous

PrimaryPad

SchoolTube

Skype

SlideShare

SurveyGizmo

Tappedin

TeacherTube

TikiWiki

Toondoo

TrueTwit

Tweetchat

Twitpic

Twitter

Uniservity

Vimeo

Visible Tweets

Voicethread

Voki

Wallwisher

Wikispaces

Wordle

YouTube

Zoho

Guide to the educational terminology used in this book

K (USA)	Kindergarten
1st Grade (USA)	6-7 years old (Add 5 to the grade to obtain the age; eg 3rd grade = 8-9 years old.)
Year 1 (UK)	5-6 years old (Add 4 to 5 to the year to obtain the age).
Primary (UK)	Elementary (USA)
Secondary (UK)	High (USA)
Key Stage 1 (UK)	Years 1-2
Key Stage 2 (UK)	Years 3-6
Key Stage 3 (UK)	Years 7-9
Key Stage 4 (UK)	Years 10-11
Key Stage 5 (UK)	(Unofficial) Years 12-13 (also known as '6th form')
GCSE (UK)	This is a qualification usually taken at the end of compulsory schooling, ie at age 16. Students typically take a range of subjects.

Guide to the projects by subject

The following table is intended as a starting point rather than a definitive guide.

MAIN SUBJECT	NAME OF PROJECT
ART	VIRTUAL ART IN A VIRTUAL WORLD
BIOLOGY	GOOGLE DAISIES
BOOK REVIEWS	FILM AND BOOK REVIEWS
COLLABORATIVE WRITING	ENGLISH COMPOSITION CLASS - ACADEMIC READING & WRITING

COMMUNICATION	CHAT TECHNOLOGY
COMMUNICATION	COMMUNITIES OF PRACTICE FOR LOCAL GOVERNMENT
COMMUNICATION	SOCIAL NETWORKING AS A COMMUNICATIONS TOOL
COMMUNICATION	THE BUILDING ONLINE LEARNING COMMUNITIES WIKI
COMMUNICATION	CONNECTING SCHOOLS ACROSS THE SEA
COMMUNICATION	LIVE BLOGGING
COOKERY	COOK IT, TASTE IT, ICT IT
CROSS-CULTURE	THE ERACISM PROJECT
CROSS-CULTURE	AROUND THE WORLD WITH 80 SCHOOLS
CROSS-CULTURE	GARTREE-HAPS SCHOOL PARTNERSHIP
CROSS-CULTURE	LIFE WHERE WE LIVE
CROSS-CULTURE	SCHOOLOVISION 2009
CROSS-CURRICULAR ICT	21ST CENTURY BUSINESS CARD
CROSS-CURRICULAR ICT	CALL LESSONS 2005-2007
CROSS-CURRICULAR ICT	CREATIVE WEB TOOLS FOR AND BY KIDS
CROSS-CURRICULAR ICT	DEVELOPMENT OF LEARNING PLATFORMS ACROSS THE CURRICULUM
CROSS-CURRICULAR ICT	EFOLIO IN THE UK
CROSS-CURRICULAR ICT	E-MENTORING
CROSS-CURRICULAR ICT	INGOTS
CROSS-CURRICULAR ICT	PLANNING CROSS-CURRICULAR LESSONS WHICH USE ICT
CROSS-CURRICULAR ICT	PRIMARY BLOGGER
CROSS-CURRICULAR ICT	SUPPORTING WEB 2.0 THROUGH A LEARNING PLATFORM
CROSS-CURRICULAR ICT	TECHNICALLY YOURS
CROSS-CURRICULAR ICT	THE EDUCATIONAL TECHNOLOGY GUY
CROSS-CURRICULAR ICT	THE HITCHHIKERS GUIDE TO WEB 2.0
CROSS-CURRICULAR ICT	TRANSFORMING THE VLE INTO A VLECOSYSTEM
CROSS-CURRICULAR ICT	TWITTER FOR SUBJECT LEADERS

CROSS-CURRICULAR ICT	GLOBAL PENPALS
CROSS-CURRICULAR ICT	THE TWEET SCRIBES
CROSS-CURRICULAR ICT	ESTABLISHING THE GROUNDWORK FOR A PODOSPHERE
CROSS-CURRICULAR ICT	TECHNOLOGIES AND THE POST-GRADUATE CERTIFICATE OF EDUCATION
CURRENT EVENTS	CURRENT EVENTS ON GOOGLE MAPS
EDUCATION	BLOG TECHNOLOGY, COLLABORATION AND REFLECTION IN STUDENT LEARNING
EDUCATION	INDUCTION WIKIS: THE LEARNING OF FUTURE TRAINEE TEACHERS
EDUCATION	SUPPORTING TEACHING AND LEARNING THROUGH TWITTER
EDUCATION	THE MAGIC CLASSROOM
EDUCATION	THE VIRTUAL CLASSROOM AS A TOOL FOR ENHANCING A BLENDED COURSE
EDUCATION	STUDENT PRE-COURSE INDUCTION IN SECOND LIFE
EDUCATION	THE PERSONAL REPOSITORIES ONLINE WIKI ENVIRONMENT PROJECT
EDUCATION	WEB 2.0 AND PROFESSIONAL DEVELOPMENT
EDUCATION	TRANSITIONING TO A "3E LEARNING SPACE"
EFL	ENGLISH LANGUAGE WIKI
ENGLISH	THE TURKEY AND GERMANY DIGITAL CONNECTION
ENGLISH	BLENDED ENGLISH LANGUAGE LEARNING
ENGLISH	STAYING CONNECTED
ENVIRONMENT	TWEETING ABOUT LEARNING SPACES
ENVIRONMENTAL	PLANETFESTO
ENVIRONMENTAL STUDIES	SUSTAINABILITYANDRECYCLING.NING.COM
FILM-MAKING	LITTLE RED RIDING HOOD VIDEO PROJECT
FILM-MAKING	TAKE2 VIDEOS
GEOGRAPHY	GOING ON AN EXCURSION
GEOGRAPHY	PORTRAIT OF EUROPE

GEOGRAPHY	WHERE WE LIVE
HISTORY	EXPLORING HISTORY WITH WEB 2.0
HISTORY	GUNPOWDER PLOT
INFORMATION TECHNOLOGY	DELVING INTO THE ETHICS OF TECHNOLOGY IN SOCIETY
INFORMATION TECHNOLOGY	TECHBRIBE
LANGUAGE	WIKILANGUAGE
LANGUAGE	EXTENDING MY LANGUAGE CLASSROOM WALLS USING A BLOG AND TWITTER
LITERACY	MANAIAKALANI
LITERACY	LITERACY WITH AN AUTHENTIC AUDIENCE
LITERACY	BOOK REVIEWS
LITERACY	STUDENTS TEACHING STUDENTS
LITERACY	E-BOOK CREATIONS
LITERACY	TALKING BOOK REPORT
LITERACY	CLOUDY WITH A CHANCE OF MEATBALLS SKYPE CALL
LITERACY	MANAIAKALANI
MATHEMATICS	PROJECT CORNUCOPIA
MFL	LEARNING A LANGUAGE THROUGH A BLOG
MULTIMEDIA	BRITISH LITERATURE WIKI
POLITICS	THE GREAT DEBATE OF 2008
POLITICS	THE INTERNET GOVERNANCE PROJECT
POPULAR CULTURE	THESE PEOPLE ROCK!
RE	NEVEH CHANNAH BIBLE PORTIONS BOOK
READING	READING GROUP SOCIAL NETWORK
READING	PODCASTING IN THE ELEMENTARY READING CLASSROOM
SCIENCE	FIZZICS
SCIENCE	MR. HOOD'S PHYSICS
SCIENCE	THE SCIENCE COMMUNITY

SCIENCE	PLANET QEJ - EARTH EXPLORATION
WRITING	VIRTUAL BALLOON RACE
WRITING	BUILDING AN OUTLINE
WRITING	BLOG AS ONLINE PORTFOLIO
ZOOLOGY	GOING BATTY WITH WEB 2.0
ZOOLOGY	WATCH OUT THERE'S A POLAR BEAR ABOUT!

Section 1: All ages

Extending My Language Classroom Walls

Submitted by Suzi Bewell

Broad age range

All

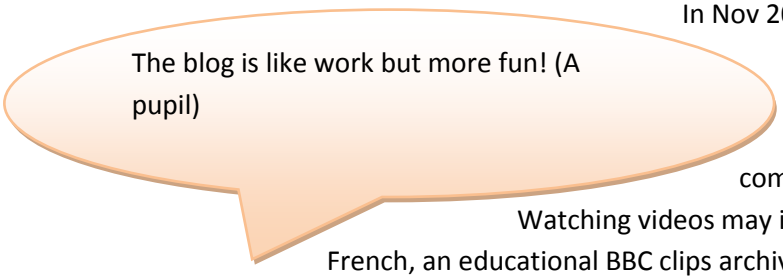
Age range

9-16 years

Applications used

Podcast, Video/Video Podcast, Blog, Social networking

Description



In Nov 2008 I created my French teaching and learning blog which has had 35, 000 hits in under a year. Pupils use this to submit homework. Listen to pupil produced & commercial podcasts and watch videos. Watching videos may involve watching YouTube videos (a song in French, an educational BBC clips archive video, a pupil produced video cast, a video from a French news site like http://www.monjtquotidien.com).

Project URL or screenshot

http://www.allsaintslanguagesblog.typepad.co.uk

What challenges had to be overcome?

After help from Joe Dale, lengthy discussions took place with my Senior Leadership Team who now have a much better understanding of blogs and social networking and are v supportive of my work. Comments are monitored (nobody has ever submitted anything inappropriate) and I am supporting my whole school and encouraging blogging in other curriculum areas. They make comments via the comment facility (below post) or they hand work in (if no access to a pc) and I scan it or photograph using my iPhone and upload for them.

What would you recommend to others?

Set up a teaching and learning blog whatever your subject - pupils are keen on MSN, Facebook et al and this is another way of enhancing language learning whilst directing content and showing off brilliant examples of pupils work. For more info see http://viewer.zmags.com/showmag.php?mid=wddgdw#/page38/ which led to my being approached to write http://viewer.zmags.com/showmag.php?mid=wgwwsp#/page14/

Please contact me for any additional info: suzibewell@yahoo.co.uk; http://twitter.com/suzibewell

Reactions and outcomes

See balloon above. Another student said "I like other people being able to see my work online and when they make nice comments about it".

See http://www.slideshare.net/suzibewell/primary-video-conferencing-with-skype for more information and quotes.

Cook It, Taste It, ICT IT

Submitted by Owain Kimber and John Warwick

Broad age range

All

Age range

10-16 years

Applications used

Video/Video Podcast, Blog

Description

1. Each school investigates traditional recipes from their country.

2. They choose a recipe. Then they make a video or take still images of the making of the recipe. Then they edit using suitable software tool.

3.Finally, they upload their finished product to a Project Blog.

Project URL or screenshot

http://cookittasteitictit.blogspot.com

What challenges had to be overcome?

At the beginning of the project, partners involved were not always sure of how integrating the use of different forms of media would work and whether students would respond well. However, they quickly came to see the educational benefits of using web 2.0 technologies in their teaching and learning activities. This led to staff INSET sessions being delivered to demonstrate the potential of different technologies. Staff were also impressed and surprised at the creativity and skills shown by the pupils when producing video and still image presentations.

What would you recommend to others?

Through integrating the use of web 2.0 technologies and working with European partners via http://www.eTwinning.net, the project has taken on a life of its own. Pupils are keen to continue with the blog. What started as a food recipe sharing blog project using film making skills has developed into a motivational teaching and learning opportunity to share and learn together through collaboration with our European etwinning neighbours. This project using food as the topic of a project is very easily transferrable to other schools. In the next school year each class in our school is to set up a blog linking with another etwinning school in Europe.

Reactions and outcomes

Portuguese student – “the project helped us to learn and practise our English in a real context”.

“A beautiful project”

English Special needs student – “Blogging is great – I learnt a lot. Loved using the blog to tell the others what I thought of their recipe videos”.

Teacher anecdotes – Portuguese teacher, Miguela “I’m proud of the students efforts. They were keen to produce comments on the project blog, learning new skills at the same time”

English project SEN teacher – “Our students find writing difficult and this blogging project not only gave them the opportunity to learn and share newly acquired ICT creative skills but also the motivation to write using the comment facility on the blog. A splendid 21st Century skills project!”

Pupil and staff comments are also posted on the comments section of each schools upload!

CSI Twitter

Submitted by Silvia Tolisano

Broad age range

All

Age range

5 - 13 years

Applications used

Social networking, Twitter

Description

A skeleton of an unidentified animal was found on campus. We used the Twitter network to disseminate images of the skeleton and solicit experts to help identify the skeleton. Within a few hours the request spread, suggestions poured in: true collaboration.

Since the skeleton was found on campus, quite a few range of classes got involved in the mystery. Several classroom teachers and resource teacher worked at different grade levels. All students were very interested, engaged and motivated to find out what animal "our" skeleton was. It was the Third grade who discovered the skeleton. They especially took interest and ownership of following the process of investigation.

When I showed them all the twitter responses from experts (universities, forensic pathologists, veterinarians, etc.) they overflowed with pride.

Project URL or screenshot

http://langwitches.org/blog/2009/12/04/csi-twitter-crime-scene-investigation/

What would you recommend to others?

Lead by example. Enthusiasm is contagious. Grow your own PLN (Personal Learning Network). In order to connect students, their teacher needs to be connected first. Grow a diverse network on Twitter, Nings, through blogs, etc.

Greetings From The World

Submitted by Arjana Blazic

Broad age range
All

Age range
7-18 years

Winner of the Best Educational Wiki 2009!

Applications used
Wiki, edu.glogster

Description
Students of all ages and from all parts of the world are invited to create multimedia posters or glogsters about their country. They show us what their country is like through their eyes and tell us what travel books can't.

I had lots of fun making a glogster about Velebit, one of the seven national parks in Croatia. I did my best along with my classmates to show our beautiful country to the world. I liked glogs created by students from other countries very much because they showed me what their country is like from their own perspective.
Davor Dubravic, 17

Project URL or screenshot
http://greetingsfromtheworld.wikispaces.com/

What challenges had to be overcome?
Once created, the posters are embedded onto the wiki Greetings from the world. As there are several posters with lots of images, audio and video files on one wiki page, they load very slowly. That's why we're using screenshots so that our visitors instantly get to see what the project is about.

What would you recommend to others?
This is an excellent opportunity to learn about other countries from a student's perspective.

Reactions and outcomes

I believe that educational glogs are a great way to show the world how really wonderful our country is and how many hidden treasures it has. Also, we could learn about other countries from our peers, which I enjoyed very much.
Dominika Mandic 17

Creating glogs about different countries has been both fun and educational. This project has helped us to improve our English skills and at the same time it has shown us that geography and history can be fun too.
Dunja Sikiric, 17

Gartree-Haps School Partnership

Submitted by Catherine Andy

Broad age range

All

Age range

9-16 years

Applications used

eLanguages website

Description

The partnership started in November 2008. The project space we have on eLanguages has been instrumental in developing our link and making it accessible to pupils, parents and staff. We upload our projects, other information and make use of the messaging facility.

Project URL or screenshot

http://www.elanguages.org/48412

What challenges had to be overcome?

Pupils only use their first names when using the message boards. No named pupil photos from the UK school are used on the website. This is in line with school policy.

What would you recommend to others?

The benefits of using Web 2.0 outweigh the challenges but at the root of anything with children is their safety and that should be paramount.

Reactions and outcomes

When a group of pupils were asked what impact the link had had they said this:

"We have had answers on specific questions e.g. their favourite festivals, festival food, dances, their gods, similarities and differences with UK school system such as uniform, sports"

TECHnically Yours

Submitted by Amber Teamann

Broad age range

All

Age range

All

Applications used

Podcast, Video/Video Podcast, Blog

Description
Technology integration blog including K-5 resources geared towards the adult learner. It is multi-curricular and will be used to promote/spotlight emerging trends and successful integration seen through an elementary classroom.

Project URL or screenshot

https://gblog.garlandisd.net/users/adteaman/weblog/07f2a/Extra_computers_No_problem.html

What challenges had to be overcome?
Patience, one bite of the elephant at a time, :)

What would you recommend to others?
Take it slowly; focus on the positive and the willing.

Planetfesto
Submitted by Nancy Raff

Broad age range
All

Age range
All age groups

Applications used
Photography, Social bookmarking, Social networking, writing

Description
We're creating a virtual ribbon of 6-inch pieces comprising a photo showing why a student loves the earth and a statement of why they love it and what they will do to protect it. Many schools have joined this project and people from 59 countries. The ribbon now has 9, 710 pieces.

Project URL or screenshot
http://www.planetfesto.org

What challenges had to be overcome?
Technical concerns, eg bandwidth, Concern over student behaviour, eg language, bullying

What would you recommend to others?
Teachers have really enjoyed doing this project – especially if one is particularly inspired to get the whole school involved. Some ideas at: http://planetfestochallenge.blogspot.com/. The project is at the centre of environmental education and web 2.0 – a collaborative, worldwide art project designed to change attitudes about the planet and promote action and responsibility.

Reactions and outcomes
A teacher shared:

"Students are very proud of their squares, proud enough that they are going home and sharing them with parents. This home/school connection was an unexpected benefit of this project, but very welcome."

More teacher ideas and reactions at: http://planetfestochallenge.blogspot.com/

I thought it was interesting that the kids were engaged enough to want to take the project home. I have also included a URL to a blog where a teacher has commented at length on the project (see above). We don't have any test-result feedback, but lots of notes from teachers saying how much they liked it and how engaging it is.

Around The World with 80 Schools

Submitted by Silvia Tolisano

Broad age range

All

Age range

All age groups

Applications used

Video Conferencing

Description

Schools connect with other schools around the world through a short 5 minute video conference call. Students introduce themselves, share something special about their location or culture and ask a data-collecting question. Over 200 schools are participating.

Project URL or screenshot

http://aroundtheworldwith80schools.wikispaces.com/

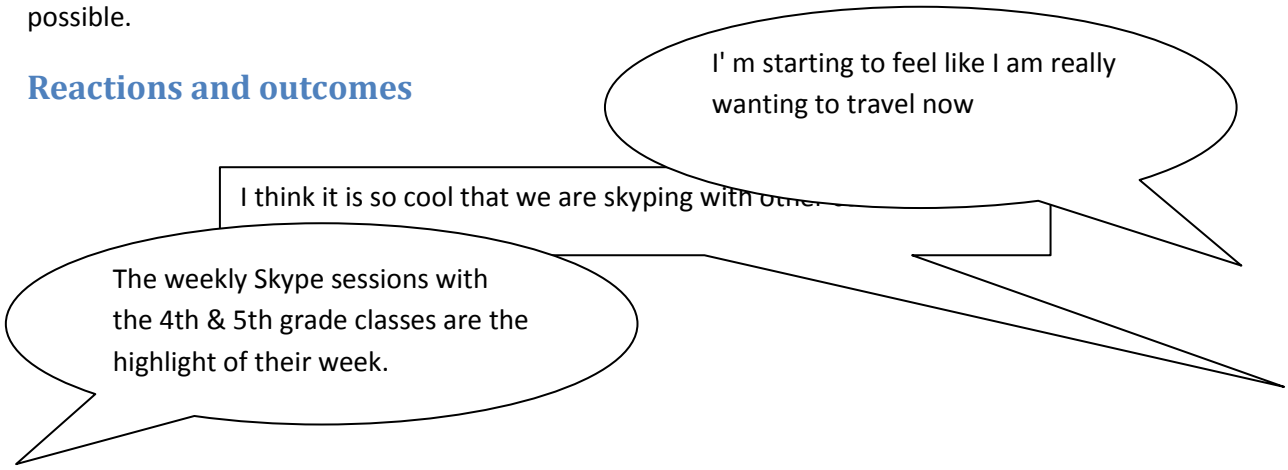
What challenges had to be overcome?

Time zone issues to connect Eastern/Western Hemisphere participants.

What would you recommend to others?

Students agree to come to school early or stay late, even meet on the weekend to make connections possible.

Reactions and outcomes



Section 2: Primary (Elementary)

The Turkey and Germany Digital Connection

Submitted by Shelly Terrell.

This was a collaboration among 3 schools in 3 countries. Marama Stewart, @Marama, is the teacher in New Zealand; Ozge Karaogul, @ozge, is the teacher in Turk Germany.

EdChat, which Shelly co-created, was the winner of the Most influential tweet series 2009!

Broad age range

Primary

Age range

4 to 10 year-olds

Applications used

Wiki, Presentation, Glogster, VoiceThread, Skype, Voki

Description

Lower primary schools in Germany and Turkey will help each other improve their English speaking skills by collaborating on a digital story and sharing information about their perspective cultures and traditions.

Project URL or screenshot

http://teacherbootcamp.edublogs.org/2009/08/01/getting-children-involved-with-edtech/

What challenges had to be overcome?

As we continue to evolve this project, we have found that continuous communication and collaboration between the teachers involved is key! The teachers must be passionate about the bigger picture and really develop a strong relationship to where each feels comfortable exchanging ideas and disagreements.

What would you recommend to others?

We recommend to participate in social media. The educators involved have Skype conversations at least once a week and tweet almost daily. We are honest with our limits, but are open to the ideas of everyone! Flexibility, patience, and compromise are musts for the educators involved.

Reactions and outcomes

The students, many as young as 5 years-old, were excited about drawing pictures, colouring them, and hearing their voices live. This project encouraged them to speak English and made them want to learn more vocabulary and phrases to continue the story. The students listened to the comments attentively and asked many questions such as where the other students were from and their ages.

Schoolovision 2009

Submitted by Owain Kimber and Michael Purves

Broad age range

Primary

Age range
4-11 years

Applications used
Video/Video Podcast, Blog

Description
Following a similar format to the Eurovision Song Contest, Schoolovision allowed one primary school from all 32 eTwinning countries wishing to participate, to record, video and upload a song of their choice, whereafter a live judging session took place.

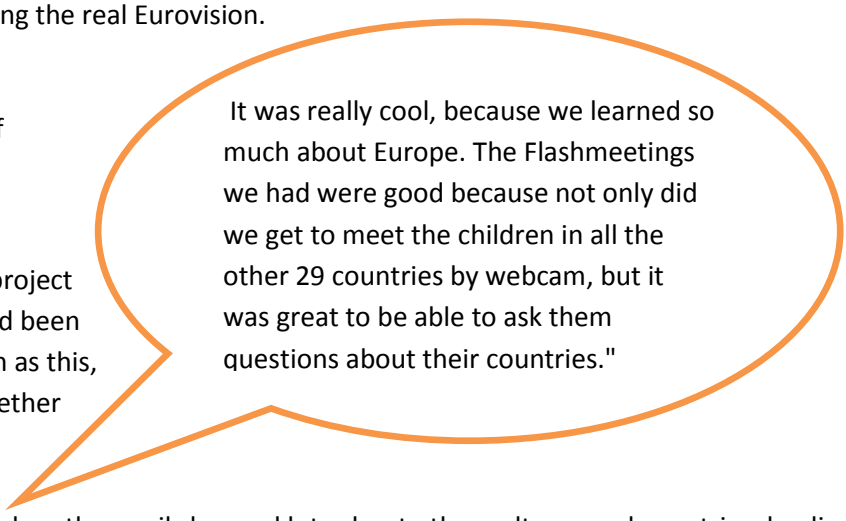
Project URL or screenshot
http://schoolovision2009.blogspot.com

What challenges had to be overcome?
The project relied on the use of Flashmeeting for the live judging session to take place. By agreeing to meet in their own time to test the FlashMeeting tool, all participants gained a level of proficiency before the live vote. Two very successful home-based FlashMeetings, where partners have learned how to use the software, also took place. The children in all the classes were also given the opportunity to participate and meet each other before the real contest and the vote, to give them the chance to communicate prior to the event.

What would you recommend to others?
The idea of producing videos to introduce all the partners and their schools to each other is very creative. The idea of using song and video to allow children to learn about each others' cultures is again very creative and innovative. As the project is followed the same rules as the Eurovision Song Contest, the idea was also very innovative, as it created a great stimulus for the adults involved – the teachers – who have had direct experience of many years of watching the real Eurovision.

Reactions and outcomes
Michael Purves, the Co-ordinator of Schoolovision 2009, says:

"The children involved all loved the project. There's no doubt that the project was quite innovative, as nothing had been done like this before on a scale such as this, bringing 30 European countries together through the use of song. The use of live webcam meetings between the partners was extremely powerful, as the pupils learned lots about other cultures and countries, by direct interaction with their peers, and fellow contestants.



As an aside, the teachers all loved the project too, and learned many new skills. You can read their comments from the blog, at the following url: https://www.blogger.com/comment.g?blogID=2906765370234470051&postID=4582180103182775293"

Virtual Balloon Race

Submitted by Bill Lord

Broad age range

Primary

Age range

5-7 years

Applications used

Twitter

Description

Three KS1 classes will be using twitter to microblog daily as one of a range of strategies to develop writing. They will also seek to use twitter to make contact with schools across the world. They will also use Skype later in the year.

Project URL or screenshot

http://twitter.com/giraffeclass

What challenges had to be overcome?

The main challenges were overcoming the concerns over e-safety and creating contextual links across the curriculum to develop the use of web 2.0.

What would you recommend to others?

Develop the use in a team and target teachers who are not the usual pioneers for ICT but who will take other teachers with them at the hopefully successful end of the project.

Reactions and outcomes

The project changed quite dramatically from a virtual balloon to making links with specific schools.

This was due to the fact that many teachers contacted the classes involved but didn't have a Twitter account set up or a class email in place.

The 3 classes made links with many schools but each communicated with one class each.

@giraffeclass made friends with a class at Matipo School http://matipo.school.nz/ which is a school which uses its website to share everything taking place in the school. They shared information about their own lives and schools.

The children also put a call out on their twitter stream for people to give them three words which made them think of New Zealand. They had enough replies within 24 hours to make a word cloud using www.wordle.net

The children have also taken the opportunity to strike up conversations with other classes and adults who have been cleared to follow the class.

Examples are:

This is a Year 1 (6 year old) child showing an awareness that tweeting allows her to share her work with the world.

The children also discovered Twitpic and found that they could show how proud they were of their work. This link http://twitpic.com/m8abz shows the work of a child who is not a confident writer and who wanted other people to see her achievement at the writing table.

The findings have been very interesting.

1) The tipping point for the children seemed to be reached after about four weeks when they expected to be tweeting as part of the daily routine.
2) The children were the drivers for moving beyond one tweet a day in the class.
3) The children saw the potential of using Twitpic in showing their work to a wider audience.
4) Parents and grandparents have started following the class.
5) The children have engaged in conversations with other KS1 (5 to 7 year olds) classes (finding out what time it was is St Louis, Missouri).
6) Children who are more secure in their phonic application started writing their tweets with greater independence in the second half term and the quantity of writing increased without a discernible drop in quality.

Little Red Riding Hood Video Project

Submitted by Cassie Herd

Broad age range

Primary

Age range

5-7 years

Applications used

Video/Video Podcast

Description

During our Folktales unit, my first grade class create a video project of Little Red Riding Hood. Using iMovie and Garageband, students uploaded their artwork, recorded their voices, and put them together to make a movie.

Project URL or screenshot

http://www.youtube.com/watch?v=G8GAtOEToFE

What challenges had to be overcome?

Some were concerned about uploading the video to Youtube. To protect the children, I did not use last names and did not include any pictures of the children.

What would you recommend to others?

Let the students be involved in creating putting the project together with iMovie. It is simple to use and the students catch on easily.

Blog as Online Portfolio

Submitted by Kathy Cassidy

Broad age range

Primary

Age range

5-7 years

Applications used

Blog

Description

Students use their blog as an online portfolio, showing their writing development throughout the year as well as their learning in other subject areas. Moderated comments are allowed.

Project URL or screenshot

http://classblogmeister.com/blog.php?blogger_id=1337

What challenges had to be overcome?

I have a parent night early in the school year to explain to parents exactly what we will be doing on the blog, and to show them what students did the year before.

What would you recommend to others?

I love Classblogmeister as a tool for young students because of the total teacher control over what is posted.

Reactions and outcomes

Both children quoted are 6 years old.

Life Where We Live

Submitted by Lisa Durff

Broad age range

Primary

Age range

5-7 years

Applications used

Blog, VoiceThread

Description

First graders in Hagerstown, Md, USA connected with first graders in Shanghai, China through VoiceThread's which they embedded on a blog at http://classblogmeister.com/blog.php?blogger_id=290699

Project URL or screenshot

http://classblogmeister.com/blog.php?blogger_id=290699

What challenges had to be overcome?

The first grade room in Hagerstown has no wi-fi or projector to see our work on the big screen. Shanghai reported difficulties leaving comments on our VoiceThread.

What would you recommend to others?

Connect learners whenever possible!

Reactions and outcomes

The first graders in both countries love this project. We put our VoiceThreads on our blog here – > http://www.classblogmeister.com/blog.php?blogger_id=290699

Podcasting in the Elementary Reading Classroom

Submitted by Nicole Luongo

Broad age range

Primary

Age range

5-7 years

Applications used

Podcast, Blog

Description

Pre-service students at St. Peter's College in Jersey City, NJ learn how to use podcasting in their future K-5 classrooms. They will use Podomatic to read stories, which will be shared with parents and other students via a blog on Blogger.

Project URL or screenshot
http://professorluongo.blogspot.com/

What challenges had to be overcome?
The use of a new piece of software, traditional views, computer lab space at the college.

What would you recommend to others?
In terms of a couple sentences that sum it all up, I would say that the students found podcasting and blogging to be useful tools to use in a language arts classroom with elementary students. However, they found that it takes a lot of time and preparation to use these Web 2.0 technologies effectively in the classroom. Above all, the students have stressed that knowing how to use tools and websites such as http://www.podomatic.com and http://www.blogger.com are important in today's educational world.

Reactions and outcomes
Here are some of the students' pages:

http://leighaashmensblog-leigha.blogspot.com/

http://christinedblog.blogspot.com/

http://yermen.blogspot.com/

http://antsolo89.blogspot.com/

Also, on the right side of Nicole's blog http://professorluongo.blogspot.com/, you can find other students' blogs. These pages all have a "self-reflection" piece about the project.

E-book Creations
Submitted by Colin Hill

Broad age range
Primary

Age range
7-9 years

Applications used
E-book

Description
As I now teach using projects, I ensure my pupils are motivated to write/work by producing their work in an e-book which is immediately published and accessible online for parents/family/the world within days of completion.

Project URL or screenshot
http://www.myebook.com/index.php?option=ebook&id=16701

What challenges had to be overcome?

The main challenge is time consumed in the compilation of the book – faster scanning times would be beneficial.

What would you recommend to others?

A strong school/home link which is appreciated by parents and children alike. The multi-technological capabilities of the e-book allow for a wide range of literacy skills to be developed, as podcasts/video etc are all possible to be added to the book.

Reactions and outcomes

It makes me feel funny knowing that people all over the world are looking at **my** work. It makes me want to take more care with my work knowing that all those people are looking at it.

The amazing thing about the e-book is that I have been able to show my work to my family whilst we are actually doing it in class. *Frankie*

My grandparents who live a long way away have been able to see my work on their computer.

Portrait of Europe

Submitted by Frances Schwarz

Broad age range

Primary

Age range

7-9 years

Applications used

Podcast, Garageband, SurveyGizmo

Description

The lesson forms part of a Geography unit based around the BBC series 'A portrait of Europe'.To begin, watch programme 2. Discuss key ideas raised. Compare advantages and disadvantages of living in Alpine France. Prepare a podcast as debate.

What challenges had to be overcome?

There are no real challenges presented by this project. Student record podcasts in Garageband and they can even download them for their own ipod.

What would you recommend to others?

Students can vote use a voting site to record their preferences for advantages/disadvantages of living in Alpine France.

Reactions and outcomes

The students really enjoyed the activity. They were keen to engage at home after the activity and eager to know the results. Some of the students had never done podcasting before but we have found that many of them have been keen to pursue the skill on their own. We did a Space project this term and some students chose to present their research by podcast.

Global PenPals

Submitted by Kathy Shields

Broad age range

Primary

Age range

7-9 years

Applications used

Video/Video Podcast, email

Description

Global PenPals, a cross-curricular project with an impoverished, rural Ugandan school, a city-club of 6th year Taiwanese students improving English and a classroom like ours, in Australia. Students shared knowledge, experiences and asked questions via email and video.

Project URL or screenshot

http://ripplingpond.weebly.com/pen-pal-projects.html

What challenges had to be overcome?

Technology is a bridge to global communication but it presents a unique set of barriers in every venue. I was determined to make things work. Vimeo seemed to be the one place we could all access and post video to share. Teachertube posed problems and the accessibility of Youtube was impractical. Snail mail was used to send a CD. It was a large file produced on a PC in Australia and it showed as blank on my US Dell PC. I tried it on my Mac and actually got it working. This was an unforeseen barrier and I was just happy I tried to view it on a different platform. I still have no idea why this worked!

My Taiwan contact sent us some hand-written brochures and I told her I would reciprocate. Little did I know it would cost me $75! Thanks to generous end of the year class gifts I was able to cover the cost. Our Ugandan penpals did not have computer access so all of the correspondence had to filter through one person and their email account. This wasn't a bad solution really as I simply copied and pasted our test into one email and sent it and they did the same. On their end, they had to write notes as a classroom and then have someone type them up. Again, a very workable solution and frankly it had the added benefit of adult filter as opposed to real-time exchange.

What would you recommend to others?

Selecting penpal teachers from three distinct areas of the world gave my class the opportunity to make friends and identify with people they might never otherwise meet. It allowed me to speak of everything in global terms. I would ask, I wonder what our Ugandan friends would think of this, or what time do you think it is in Taiwan right now? We had classroom computer set to show several time zones and tracked the weather for each area.

I also had my students compare the habitats and animals when we studied habitats. The curricular links were everywhere. This project was very simple really. It was simply a matter of keeping in touch, sharing our views and sharing local culture through writing, audio and video but not all at once. The teachers involved were very flexible and understanding of the time constraints and other pressures that might interfere with deadlines. It was a pleasure for me as the teacher to feel so much a part of the global community. It motivated me to be a better teacher for my students.

Reactions and outcomes

I'm afraid my student feedback is all anecdotal. My penpal Shiela Lee from Taiwan posted several videos on vimeo http://vimeo.com/4001196 We sent her several as well, although only one of them is on my vimeo. I have a growing collection of songs by my current class which we are doing as part of a new penpal exchange with a school in Northumberland http://vimeo.com/user289831/videos.

I have lots of little back and forth notes from the teachers. Here is a note back from the young woman teaching English in Taiwan:

“Hi Kathy,
The video is excellent! The kids will be so excited to see it :)
I was so excited to make the video of the students teaching your students Chinese, that I finished it this weekend. Here it is!
See this link for updates:
http://www.shielalee.com/pen-pal-exchange.html
and this link for the video:
http://vimeo.com/4001196?pg=embed&sec=
Enjoy!
Best,
Shiela”

International School Award (British Council + DCSF)

Submitted by Colette Cotton and Liz Hitchcock

Broad age range

Primary

Age range

7-9 years

Applications used

Podcast, Blog, Social networking, eportfolio

Using the social networking site SuperClubsPlus, we engage in blogging and other collaborative activities with our partner schools.

Project URL or screenshot

St Mary's Folkestone, Kent. http://www.elanguages.org/38906

What challenges had to be overcome?

Concerns over child safety, Concern over student behaviour, eg language, bullying

What would you recommend to others?

Use of http://www.superclubsplus.com, a costed site that takes care of safety and behaviour. It is a mediated social website for 6-12 year-olds and has nearly 1 million pupils worldwide. In the World Weather Project (now established for 14 months) we've had over 250 schools participating, and over 5000 pupils have created their own weather page. We've also linked this with the Climate Change conference in Denmark.

BBC Worldclass also has a considerable amount of Web 2.0 work, which our pupils have contributed to as well as partner schools around the world. These have been on a variety of topics.

A new Web 2.0 project being launched in January is 'World Wide Bird Watch' this ties in with the RSPB's Great School Bird Watch in January and will be hosted on the SeGFL site as well as Superclubsplus and e-Languages.

See also:

http://microsites2.segfl.org.uk/archive.php?id=95 and http://www.bbc.co.uk/worldclass/your_stories/20090406_weather_watch.shtml for examples of work undertaken.

Going Batty With Web 2.0

Submitted by Ashley Allain

Broad age range

Primary

Age range

7-9 years

Applications used

Blog

Description

Let's explore the wild world of bats! This multi-disciplinary, completely digital unit study engages the mind while incorporating several web 2.0 tools: Wallwisher, Bubble.us, Wordle, Glogster, Animoto, Flickr and SchoolTube. Have fun and be creative!

Project URL or screenshot

http://hyperhomeschool.squarespace.com/hyperhomeschool_blog/2009/10/26/going-batty-with-web-20.html

What challenges had to be overcome?

Outside of the usually challenges of incorporating Web 2.0 in the classroom, such as child safety and student behaviour, I feel one of the greatest challenges is one of assessment and pedagogy. I am a former classroom teacher and a current homeschooler, therefore, I feel I have a unique perspective of both sides. I feel schools often focus too much on assessment and overlook whether students are actually engaged in the learning process. Schools are taking great strides towards welcoming new technologies and are beginning to embrace new teaching methods, however, they are still too wrapped up in traditional measures of assessment. Incorporating web 2.0 tools in the classroom provides the opportunity for collaboration, creativity and for students to take ownership of the material.

I say this, however, with one caveat: the tools must be integrated in such a way to enhance learning. The same debate has been going on for decades in math education regarding whether students should use calculators. The challenge for educators with regards to integrating web 2.0 tools is to do so in such a way that so students are engaged in critical thinking and to be open to new ways to assess that thinking. For example, I was amazed with how much our children (1st to 4th grades, ie 6 – 9 years old) learned from doing a digital poster on magnets. Instead of a traditional test, I used this as a tool to measure how much they learned. I was completely blown away! Technology is powerful and amazing but, even more so, is the mind of a child. As educators, we need to be aware of the changing face of education and prepare ourselves and our classrooms to meet these demands.

What would you recommend to others?

To me, the best strategy towards facing these challenges would be collaboration and communication. In other words, teachers helping teachers and students helping students to meet the rapidly changing face of education.

Reactions and outcomes

Level: elementary

Student Grades/Ages:

4th grade

2nd grade

1st Grade

I love anything to do with the computer. I enjoyed reading about the different kinds of bats and making a movie.
Luc (2nd Grader)

This activity made learning fun. I enjoy researching on my own and this gave me the chance to learn at my own pace.
Abby (4th grader)

Notes:

- Adaptable to various grade levels.
- Our 4th grader was able to research and upload the Animoto slide show completely on her own, however our 1st and 2nd graders needed more assistance.
- Targeted Skills: life science, critical thinking, typing, research and process skills, organizing information.

Assessment

I take a non-traditional approach to assessment. For example, as we created the Wallwisher for Stellaluna, I was able to measure how much they remembered from the story based on the "stickies" posted on the wall. I used the final project, a digital poster, as a means to measure how much they learned overall. Obviously, there were different standards for the different grade levels. I have found though, especially with our 4th grader, if you give her a bit of freedom, you will be pleasantly surprised.

Exploring History With Web 2.0

Submitted by Ashley Allain

Broad age range

Primary

Age range

7-9 years

Applications used

Blog

Description

We are making the history of our world come alive using web 2.0. From interactive timelines to online mind-mapping and collaboration, the world is truly at your fingertips.

Project URL or screenshot

http://hyperhomeschool.squarespace.com/hyperhomeschool_blog/2009/11/12/exploring-history-with-web-20.html

What challenges had to be overcome?

See Going Batty With Web 2.0.

What would you recommend to others?

See Going Batty With Web 2.0.

Reactions and outcomes

Notes:

- Our history lessons are taught as a group in which we have three different grade levels. As with most of my unit studies/lessons, they are easily adaptable to accommodate different ability levels. I usually give our 4th grader more freedom with her project.
- Targeted Skills: critical thinking, typing, history, research, process, and organizational skills

Abby (4th grader): I love our interactive timeline. I enjoy finding images to post and end up finding out more information in the process.

Ellie (1st grader): I love when we quiz out loud with each other. Also, I think it is fun making glogs and wordles.

Luc (2nd grader): I love making Wordles! It is a fun way to review what we have studied.

Assessment:

I have different strategies for assessment. In this lesson, for example, I was able to see how much our 4th grader remembered based upon the Wordle she created. Then, I let her quiz the 1st and 2nd grader. Talk about teamwork! It was amazing to watch them in action!

As with many things we do, we tend to get inspired once we begin a project. I am usually open to these inspirations and am often pleasantly surprised. For example, our 2nd grader retold the story of Macbeth using Lego people. I was shocked with how accurately he remembered the details. This gave me tremendous insight into his comprehension skills of rather difficult material.

Editor's note: I asked Ashley for clarification of 'lego bricks'. Here is her response:

"[Our second grader] asked me if he could spend his free time recreating the story of Macbeth using his Lego bricks. I left him alone for a while and he later called me in to show me his masterpiece. I saw this as a great opportunity to assess comprehension as well as allow for the creativity of a child to be developed. You can check out his movie at: http://www.youtube.com/user/rhettallain#p/u/5/3WBkd – SvoU

Keep in mind this was totally done by a 7 year-old. :)"

Our 4th grader used her research from this lesson to help the 1st grader make a digital poster (aka glog) as well as create her interactive report on Scratch (see box below).

Conquering History With Scratch

Level: elementary

Student Grades/Ages:

4th grade- 9 years old

Notes:

This project evolved organically, rather than being planned. Her original assignment was to write a biography on William the Conqueror as a type of final project at the end of our study on the Norman Conquest of England during the Middle Ages. After reading her assignment, she looked at me and asked if she could "do it in Scratch." I honestly turned her loose and was amazed!

http://www.hyperhomeschool.com/hyperhomeschool_blog/2009/12/10/conquering-history-with-scratch.html

Targeted Skills:

Critical thinking, programming, typing, history, research, process, and organizational skills

Student Response:

Abby (4th grader): I love finding new ways to make school more interesting. I love to program in Scratch and I thought it would be cool to make my report interactive.

The Tweet Scribes

Submitted by Jeff Horwitz

Broad age range

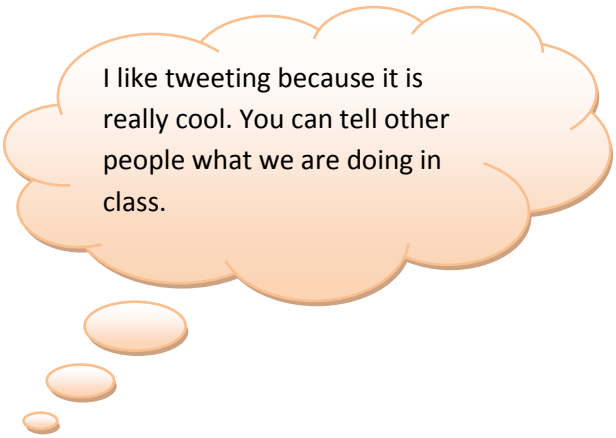
Primary

Age range

7-9 years

Applications used

Twitter



Description

One student in my class 'tweets' what's going on during the day to update families and followers. It also helps us collaborate and communicate with the global connections we have cultivated.

Project URL or screenshot

http://globetrotters.wikispaces.com

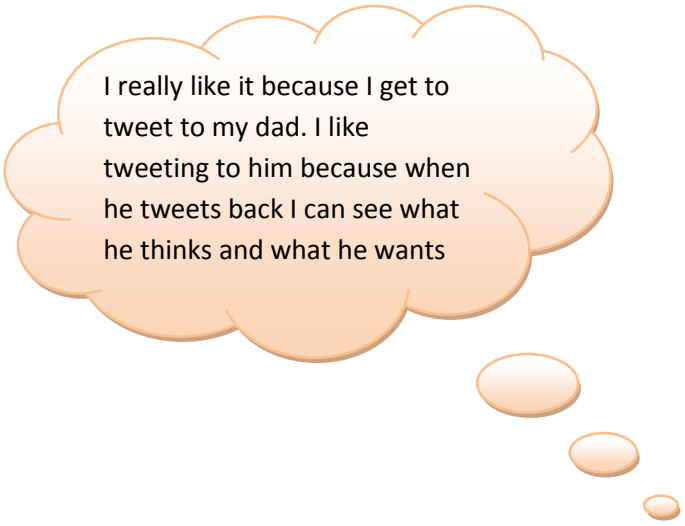
What challenges had to be overcome?

Use students' initials to avoid sharing too much information. People don't look at Twitter as being educational... yet!

What would you recommend to others?

I recommend this to anyone who would like to share all of the goings on in their classroom with family, friends and collaborators.

Reactions and outcomes



Cloudy with a Chance of Meatballs Skype Call

Submitted by Paula Naugle

Broad age range

Primary

Age range

9-11 years

Applications used

Skype call

Description

My 4th graders in Louisiana and Jan Wells' 4th graders in Kansas read the book Cloudy with a Chance of Meatballs together via a Skype video call. Both classes practiced their reading fluency and voice before performing for each others' class.

Project URL or screenshot

http://pnaugle.blogspot.com/2009/09/cloudy-with.html

What challenges had to be overcome?

Jan and I Skyped with each other a few times to make sure we understood how to use Skype and to see how it worked in our classrooms. My school had new wiring installed last year so bandwidth issues aren't as much of a concern as in the past. Happily it worked well.

What would you recommend to others?

I learned that I need to invest in a better microphone. I used the one attached to my headset which I had to carry around as the children were reading. Jan's class could hear us just fine but I felt it was an awkward way to deal with a microphone.

Reactions and outcomes

My fourth grade students have found Skype to be a great tool to connect to people worldwide. They have gone home and shared information about this tool with their parents and several of them have set up Skype accounts. I teach several children with families in Central America and they are using Skype to talk with their family members who live there.

Watch Out There's a Polar Bear About!

Submitted by Tom Whitehead

Broad age range

Primary

Age range

9-11 years

Applications used

Presentation, Photography

Description

I was sent Polar Bear and Huskies photos(taken by Norbert Rosing in Hudson Bay, Canada) via e mail on my phone. I 'PowerPointed' the 6 images to frame a Year 4 writing exercise:

1. Describe the picture .

2.What do you think happened next?

Later I showed the remarkable Polar Bears and Huskies video.

Editor's note: I realise that phones, email and PowerPoint are not Web 2.0. However, the simplicity and replicability of the idea caught my imagination. Imagine if the children had supplied or found the photos (on Flickr, say) and then incorporated them into a SlideShare presentation as part of a collaborative project.

Project URL or screenshot

http://www.youtube.com/watch?v=JE-Nyt4Bmi8&feature=fvw

What challenges had to be overcome?

There is a need to gently evangelise Web 2.0 as there are many of us in education who are, at the moment, unfamiliar with Web 2.0.

What would you recommend to others?

This is posted as it was almost quite by chance that I was sent the Polar Bear images. I had mentioned the Antarctic theme of the optional SATS (examinations) to my partner the day before. I made the short PowerPoint of images during a tea break. The pupils really enjoyed the exercise with a couple producing more work than they had during the more formal SATS task! The last photo had left the outcome hanging so they were bowled over by the video that I showed the next day. They now want more of the same.

Reactions and outcomes

The pupils at both ends of the Year 4 class spectrum were more engaged. Those usually considered lower achievers produced more written work whilst those higher achievers considered other options such as multi-choice solutions or reflected on their predictions. Although this was a short exercise of about 20 minutes the pupils were markedly more on task than during broader writing tasks of a similar timeframe.

The pupils generally loved the exercise and the majority badgered me to find out what happened after the last slide in the series.

The exercise showed how interesting images could be quickly and easily repurposed into a PowerPoint supported writing and analysis task.

This was later extended and explained by a thought-provoking video freely available on the web.

The message about peaceful co-operation was also gainfully used in Circle Time.

Furthermore, where a school has a supportive and inquiring ethos, like the one that I've found at St Luke's C of E Primary Tower Hamlets, London, this can really help support thinking out of the box and facilitate the formation of cross-curricular linkages.

English Language Wiki

Submitted by Teresa Almeida d'Eca

Broad age range

Primary

Age range

9-11 years

Applications used

Wiki

Description

The aim of this wiki is remedial work for 6th grade EFL students with below average grades. Not having time in class to give the necessary individual attention, I created this wiki with exercises on the work in class and gave individual feedback.

Project URL or screenshot

http://6thgrade-07.pbworks.com/

See also http://call05-06.us.splinder.com/ and http://ela07.pbworks.com/

What challenges had to be overcome?

The main challenge was to attract students that needed extra work to recover. I believe that two details contributed to its success:

- The fact that the dialogues and texts were familiar to the students, because they were taken from their textbook;
- The detailed individual feedback I gave for each activity convinced some that it was really helpful.

The work in this wiki contributed to the recovery of some students. The teacher's extra work was very worthwhile. Anything to help students!

What would you recommend to others?

This type of work can be adapted to any level and most types of textbooks.

Reactions and outcomes

There was great enthusiasm on the part of some weaker students who did exercises regularly and felt they helped them understand and have a better control of interpreting a text, for example, and building more correct sentences. Together with greater efforts and commitment on their part, some individual help from me in the classroom in the 3rd term, and continuous extra practice in the wiki, they were able to recover a passing grade that year and thanked me enthusiastically. "Thank yourself!", I said. "You believed in a suggestion I made, grabbed it and worked to make it help "you"!"

Connecting Schools Across The Sea

Submitted by Suzi Bewell

Broad age range

Primary

Age range

9-11 years

Applications used

Skype/videoconferencing

Description

Last year I used Skype to connect with a partner primary in France. We connected once a month for 1/2 hr and used language for real purpose and with a real live audience. Wow! The blog is very much a teaching resource and an extension of my classroom wall where I put scans of pupils' work, links to wallwishers, toondoos, goanimate cartoons, links to podcasts and also pupil-produced video and podcasts and I also use this as a space so that teacher friends (via Twitter) have free access to the ideas and resources which are available to download and use in their classrooms. It's nice to share!

Project URL or screenshot

http://www.allsaintslanguagesblog.typepad.co.uk. See also:

http://www.slideshare.net/suzibewell/primary-video-conferencing-with-skype.

What challenges had to be overcome?

A few glitches, eg the Skype connection was slow on our first link up and the sound needed to be monitored closely before the lesson. Also my Head of Department said that it would be impossible due to firewalls on the school network but I ignored him and charged ahead as I knew this was too good a teaching and learning opportunity to pass by! And it paid off ... big time!

What would you recommend to others?

I would recommend that **all** primary schools interested in foreign language learning try this as it has provided a real purpose for learning French, friendships have been formed and both teachers have learned an awful lot about their partners educational institution as a result. The best idea I have had in my 9 years of teaching!

Students Teaching Students

Submitted by Kim Cofino

Broad age range

Primary

Age range

9-11 years

Applications used
Podcast

Description
Five Grade 5 classrooms around the world collaborate to produce the Students Teaching Students podcast about reading and writing strategies from the Reader's and Writer's Workshop model of Language Arts instruction.

Project URL or screenshot
http://mscofino.edublogs.org/2009/03/11/podcasting-power/

What challenges had to be overcome?
We focused the student-produced podcasts on specific reading strategies taught in the curriculum so as to ensure that we meet learning standards.

What would you recommend to others?
After 2 lessons on the process of creating a podcast (script writing, basic Garage Band intro, and recording tips) the grade 5 students were well-equipped to complete this project independently (in rotations, in groups) over the remaining months of the school year. Would definitely do it again!

Manaiakalani
Submitted by Jay Boyer

Broad age range
Primary

Age range
9-11 years

Applications used
Podcast, Video/Video Podcast, Blog, Presentation, Photography

Description
This blog was created to give my 10/11 year old students an authentic worldwide audience for their literacy projects. It has been made as part of a larger project called Manaiakalani based in Tamaki, Auckland N.Z.

Project URL or screenshot
http://glenbraer7.blogspot.com/

What challenges had to be overcome?
A major challenge is to ensure our students understand their rights and responsibilities around posting on our blog. Our Schools have very clear guidelines for the students to follow and this is very successful. Financial constraints are more difficult to deal with but can be overcome with clever planning and budgeting.

What would you recommend to others?

Through Manaiakalani, we will continue to lobby to improve bandwidth access to our schools and to access funding to upgrade and improve the availability of computers for our students.

Literacy With an Authentic Audience

Submitted by Helen King

Broad age range

Primary

Age range

9-11 years

Applications used

Blog, Google docs

Description

Everything we do in class is tied into literacy. Using blogs and Google docs allows that literacy to be more engaging and gives us access to an authentic interactive audience around the world extending learning throughout a lifetime.

Project URL or screenshot

http://pesking.blogspot.com

What challenges had to be overcome?

The children at home need broadband and machines to continue the connectivity outside of school hours. More machines are needed in the classroom.

What would you recommend to others?

We need 1:2 or 1:1 machine:child ratio in the classroom. Currently it is 1:3.

Reactions and outcomes

They enjoy posting and viewing their work online. It is more important to them that their teacher, friends or family comment on their work. This feedback encourages and engages the children further with their learning. They also enjoy commenting on their friend's work or on a particularly spectacular piece from other schools. By learning to offer constructive feedback to others they are becoming more critical of their own work and learning.

These blogs will provide the students with a record of learning from aged 5 to the end of high school. It shows development, learning and progression throughout their education.

Book Reviews

Submitted by Dorothy Burt

Broad age range
Primary

Age range
9-11 years

Applications used
Podcast

Description
Students from Pt England School in Auckland, New Zealand podcast short reviews of New Zealand children's books. They aim to let their global audience know a little about life in NZ. KPE is available on iTunes and on their blog, http://kpetv.blogspot.com

Project URL or screenshot
http://www.ptengland.school.nz/index.php?family=1, 871, 11746

What challenges had to be overcome?
For our diverse students, the majority of whom have English as a second language and who belong to the poorest socio-economic group in our country, the benefits are huge. Through Web 2.0 tools such as podcasting they are able to reach the world. People listen to what they have to say and affirm their value as contributing human beings. Their biggest challenge is access to the resources which enable this to happen.

What would you recommend to others?
Please support students who are reaching out in this way by leaving feedback on their blogs and Web 2.0 spaces.

Reactions and outcomes
Student: "...it encourages me to read more books every day...sometimes I ask my Mum if I can go to the library and look for a good book to podcast about..."

Boy: "...you get to tell nearly the whole world. It's cool..."

Girl: "...every time we do a podcast we get shared around the world..."

Teacher: "(the students who are podcasting with KPE) are really, really going for it now. They're picking big complicated texts that they are happy to have a go at because their confidence is there..."

"They hate it when we miss the library... funny enough more boys are disappointed about when we miss library times than the girls and it's just because of podcasting, looking for books...it's a nice surprise."

Planet Qej – Earth Exploration

Submitted by Chris Leach

Broad age range

Primary

Age range

9-11 years

Applications used

Social networking

Description

Children are tweeting in role as robots from the planet Qej sent to explore Earth - involving science, geography and literacy. Includes collaboration between schools. http://twitter.com/Planet_QEJ http://twitter.com/QEJ_Towosi http://twitter.com/QEJ_Ukari http://www.wallwisher.com/wall/planetqej

Project URL or screenshot

http://www.twitter.com/Planet_QEJ and http://www.wallwisher.com/wall/planetqej

What challenges had to be overcome?

The main challenge is who can follow the accounts used by children. I'm trying TrueTwit to verify followers so that they don't get inundated with spam.

What would you recommend to others?

I would really like more schools and a range of ages to join in and take part.

Reactions and outcomes

The children used http://www.saveyourself.com.au/content/comps/byor/index.html to design their robots and http://www.abooks.com/alien/ to name them.

This project now involves two schools and also pupils from Y6 (10-11 years) and Y1 (5-6 years) from Little Common. At some points it was Y6 pupils acting as the Planet QEJ account and talking to the two Y1 robots - QEJ_Koal and QEJ_Flashay.

This is a very open project that can be focussed to achieve particular aims - the Year 6s were investigating habitats, food chains and life cycles while the Y1s were just using it as a writing tool, describing their locations. All children thoroughly enjoyed it and there were even tears when the y1s discovered I was leaving the school – their teacher has promised to allow them to continue and my little group of Y6s are going to be training some of the teachers on Twitter, Wallwisher and now Etherpad.

See http://chrisleach78.wordpress.com for more information.

Gunpowder Plot

Submitted by Chris Leach

Broad age range
Primary

Age range
9-11 years

Applications used
Social networking, Wallwisher, Google Maps, Geni

Description
Creating a Twitter account for Robert Catesby, leader of the Gunpowder Plot. Children researched the events after Fawkes's capture and then scheduled tweets using Hootsuite. He gained over 60 followers.

This project came about as a way of seeing how ICT, in particular web-based resources, could be used to enhance a history topic and engage the children. I chose the Gunpowder Plot as it was topical and worked with a small group of Year 6 (10 to 11 year old) children. The idea was to explore various web tools to see how effective they were. We used the following applications.

Wallwisher – the idea was to create profiles of the various people involved in the plot. I opened this up and we received questions from other teachers for the children to answer - http://www.wallwisher.com/wall/guyfawkes.

Google Maps – children looked into the events after Guy Fawkes' capture and plotted the locations mentioned onto a Google Map.

The main element of the project was Robert Catesby's Twitter account. http://www.twitter.com/LCS_RCatesby The children researched the events following the capture of Fawkes and planned the tweets. We then used Hootsuite to schedule the tweets to appear as the events unfolded.

We also looked into why James I was the target of the plot. We discussed the religious background and talked about how James I came to the throne. A couple of children worked on creating the Royal family tree using www.geni.com and traced his connection back to Henry VIII who they have just finished studying.

Overall this project enabled the children to really develop their historical research skills as they were having to piece together what happened when and who was where. They got really excited as they pieced together the dramatic events following the capture of Guy Fawkes and the fact that they were receiving feedback from the Twitter and they knew they had a genuine audience outside of school made them incredibly focussed and keen to correct any errors. They also developed their literacy skills as they had to write in the character of Robert Catesby.

Following the end of the Twitter project with Robert Catesby's death at Holbeache House I created another Wallwisher to gather feedback from some of his 68 Twitter followers. http://www.wallwisher.com/wall/rcatesby

Project URL or screenshot
http://www.twitter.com/LCS_Rcatesby

What challenges had to be overcome?

The initial challenge was whether to allow children access to the twitter account and the fact that tweets needed to appear overnight and at weekends. Hootsuite solved this as we could pre-plan and schedule the tweets.

What would you recommend to others?

This would work really well with other schools taking on the role of other characters from the plot. So we could tell the story from different viewpoints.

Reactions and outcomes

The children really enjoyed the project and are desperate to do another and as one of the comments said it brought the history to life for them.

The main idea of the Gunpowder Plot project was to investigate how web 2.0 tools could be used to enrich a history topic and engage the children. The main focus then became the Robert Catesby twitter for which the children had to research the events after Guy Fawkes' capture and then plan the tweets to appear over the weekend leading up to Catesby's death.

The children really enjoyed piecing together the events as they had to use information from different sources in order to work out who was where when.

One of the children (Annabelle) wrote the following :

"I enjoyed the gunpowder plot as it was very interesting and very fun. I especially enjoyed using the site twitter. I enjoyed it because we weren't just finding out information we were recording it in a twitter account. We recorded it all by pretending to be Robert Catesby, one of the evil plotters. By sending messages to all our followers saying stuff like "We have now approached the pub. Everyone is waiting calmly for the rest of us". And also what is great is that we got to set times for when we sent the messages, like one was at 3.00 in the morning (via Hootsuite) "

We also used Wallwisher to record research and receive feedback.

Project URLs:

http://www.twitter.com/LCS_RCatesby

http://www.wallwisher.com/wall/guyfawkes

http://www.wallwisher.com/wall/rcatesby

More information about the project can be found on my blog

http://chrisleach78.wordpress.com

Going On an Excursion

Submitted by Damian Maher

Broad age range
Primary

Age range
9-11 years

Applications used
Google Map

Description

Using Google Map, students are orientated to a place they were going to for an excursion as part of a primary school unit of work, in this instance a river. Students are able to examine the types of uses for the river by following it along its length. In following the river, the students found navigating a challenge but it did improve their skills in understanding direction. Because the site we examined in greater detail was near many of the students' homes, they got very excited and were invited to view their homes. It was a great example of the way web 2.0 resources can be used for authentic learning.

Project URL or screenshot
http://maps.google.com.au/maps?utm_campaign=en_AU&utm_medium=ha&utm_source=en_AU-ha-apac-au-bk-gm&utm_term=google%20maps

What challenges had to be overcome?
The only issue with this is getting access to Google maps, which most schools should provide. If blocked ask the local administrator to unblock the site.

What would you recommend to others?
Inspiration could be used to collate and sort types of uses of the river.

Reactions and outcomes
In following the river, the students found navigating a challenged but it did improve their skills in understanding direction. Because the site we examined in greater detail was near many of the students' homes, they got very excited. It was a great example of the way web 2.0 resources can be used for authentic learning.

Creative Web Tools For and By Kids
Submitted by Jackie Gerstein

Broad age range
Primary

Age range
9-11 years

Applications used
Wiki

Description

Creative Web Tools For and By Kids is a project designed for students, ages 9 to 14, to use emerging technologies for engaging, thinking, learning, collaborating, creating, and innovating, and other teachers to help educate them about the power of using Web 2.0 in the classroom."

Project URL or screenshot

http://weewebwonders.pbworks.com/

What challenges had to be overcome?

The students developed their own learning objectives. These objectives could easily be correlated with state standards. -The technical concerns were also easily overcome as the project was completed with computers and internet access – no budget.

What would you recommend to others?

Let students facilitate and drive their own learning experiences. The teacher becomes the “tour guide of learning possibilities", meaning they recommend sites and tools to the students

Reactions and outcomes

CALL Lessons 2005-2007

Submitted by Teresa Almeida d'Eca

Broad age range

Primary

Age range

9-11 years

Applications used

Blog

Description

A curricular blog with different activities carried out over a two-year period using different Web-based communication tools/Web 2.0 tools. The objective was to show students a different way of learning totally in sync with their love for new tech tools.

Project URL or screenshot

http://call05-06.us.splinder.com/

What challenges had to be overcome?

Imagining different activities that would appeal to, motivate and involve all students. Motivating students to collaborate with comments and interact with the outside world out of class. Finding the most appropriate and appealing tool to carry out each activity.

What would you recommend to others?

This type of project can be adapted to any age and school level. The different tools used cater to different age groups, but can also be replaced by similar ones more adapted to the specific age group in question.

Reactions and outcomes

(By the way, I never corrected mistakes, because they're part of learning. What I did was to sometimes use part of a class and give examples of mistakes and have students correct them.)

Hi teacher!! How are you?
This call lessons are very fun... I love this call lessons! [not one in particular, but all of them]
Good holidays teacher
kisses an hugs

Hi, teacher!
I like these exercises, because are amusings, interestings and necessarys.
Bye!

Comment from a mother (I asked parents for comments on two occasions, but only a couple posted)

Hi teacher,
I am X's mother and I'm amazed with her progress in English classes.

I never knew English could be so fun and at the same she could learn so much. She likes your classes as much as she likes gymnastics.
I'm thinking of stealing this idea to my Portuguese classes. Who Knows, maybe they, my students, will start liking Portuguese in a special way.
Thank you so much! =)

Transforming the VLE into a VLEcosystem

Submitted by Mark Allen

Broad age range

Primary

Age range

7-11, 9-11 years

Applications used

Blog, Learning Platform/VLE

Description

The VLE provides a useful function in that it provides a safe container for the kids to work in. We use this container to visually house all the services we use: in other words, we've made a kind of mashup of the VLE and the best free, Web2.0 services we can find. So all the kids' content creation is done in an online, often-collaborative context. Google Apps for Educators, Picasa, Posterous, Edmodo, Vimeo, Animoto, Aviary are

what we've currently got 'folded-in', but that may change as we evolve and discover new tools. I'm currently exploring Google Wave, for instance, to see if it really adds something (my gut feel says yes) or whether it fails the 'so what' test. The kids will let me know very quickly!

This is also how we communicate with each other and with the outside world: the VLE, the public website, newsletters and feeds all form part of this coherent approach and content is replicated in a write-once, publish-everywhere approach.

We don't have single sign-on, but we get as close as we can: user names and passwords are stored in and generated by a Google Docs spreadsheet and are kept as consistent as each tool will allow. Because they're viewed inside the VLE, unauthorised users don't even get to see the login screen.

Teacher resources and administrative tools are handled in exactly the same way, although at this stage we are concentrating more on teaching and learning. The whole thing is backed up by the requisite policies and agreements with relevant stakeholders.

What challenges had to be overcome?

Overcoming deficiencies of the VLE to turn it into something useful and understandable for even non-technical staff

What would you recommend to others?

Instead of just learning how to drive the VLE, use it as a container and instead use Web 2.0 tools which are simple, fun and powerful.

Reactions and outcomes

The kids have taken to it like ducks to water. They see nothing special in being able to post anything from anywhere, work collaboratively even when they are physically separated, use different devices to get at their stuff. They've taken control of publishing the daily newsletter slideshow and will soon begin a radio podcast – both built and managed using online tools. They go home and want to carry on with the things they've started in class, and the boundaries between schoolwork and homework are beginning to blur.

> My favourite thing on the internet is the VLE because I can get at all the things I like from one place, wherever I am. *ZacB, Year 6*

Editor's note: As it seemed unusual to me for a school to have such a hands-on Governor, I asked Mark if he could elaborate on his role. Here is his response:

My role is unusually hands-on, and I know that not all schools have an equivalent resource. I am strictly-speaking a governor who helps out with ICT lessons (I can't call myself a teacher because I'm not, and looking at everything that's entailed these days, I'm glad I'm not!) All four of my own kids went through the local primary school, and that's when I started helping out. I run my own company and live close to the school, and over time I've got more and more involved. I really enjoy seeing how kids take to this multi-device, ubiquitous connectivity, cloud-computing world as if it's nothing special... training the teachers is a different challenge altogether! In fact, it's the task of introducing this new model and strategy into an environment where the staff are punch-drunk from too many directives and too much pointless change to their working lives, have a very natural dislike of culture change and a jaundiced view of all things ICT (usually based on years of things going wrong whenever possible), which has made me think that there may be a chance for me to turn this into something I can roll out to other schools.

For more information, please go to http://www.vleco.net/.

Supporting Web 2.0 Through a Learning Platform

Submitted by Julie Cross

Broad age range

Primary

Age range

across primary

Applications used

Blog, Wiki, Learning Platform/VLE

Description

Supporting use of web 02 technologies through a learning platform. Encouraging creative use of the tools and embedding them into regular planning and teaching. We are currently training about half of our schools in using the learning Platform. I am employed to support the schools in developing their ideas and going in to work with the teachers, admin staff, and pupils in the lessons. Where the use has been most successful, is in the schools which have on demand access to computers and equipment in the classroom and have used the support offered.

Without this support I don't think that our schools would have the vision to see the potential of the tools for teaching and learning.

The schools, from which the screenshots have been taken, are the ones which I have current access to their platform and permission to view. Most have been using the platform for only a few months.

They have been the inspiration for the rest of the schools currently embarking on the initial training, and my thanks go to them for being the willing and able guinea pigs .

We are sharing ideas by using the Local Authority platform which went live to schools in January.

Project URL or screenshot

Do you want to apply for the pirate job??

Read the list of things below that you will have to do while on board.

You do not have to be able to do everything now, we will teach you the rest.

When you have read the list, click here to apply. Tell me why you would be the best person for the job. I will choose my crew and let you know who can sail around the world with me.

Be able to tie knots

Have good sea legs

Be good at finding treasure

Be brave

Not afraid of heights

Good at rowing and sword fighting

Able to do boring jobs

Know some pirate songs

Know some pirate words

What challenges had to be overcome?

Modelling and supporting inside the classroom. First delivery to the pupils to raise motivation. Sharing ideas/collaboration. Making communication easier.

What would you recommend to others?

If staff are left to do this themselves it won't happen. Collaboration and sharing ideas is vital to its success. Ensure support is available. Put the tools into the planning process. Make sure the vision is understood with real examples of use.

Reactions and outcomes

Section 3: Secondary (High)

The Internet Governance Project

Submitted by Lucinda Fell (Childnet)

Broad age range

Secondary

Age range

11 -18 (with additional components for younger users not using Web 2.0 technologies such as YouTube and Social Networking Sites)

Applications used

Video/Video Podcast, Social networking

Description

The Youth IGF project will introduce young people to & provide them with a chance to voice their opinions on Internet Governance; to think about their conduct; have their say on topics that will affect their future and think about civil participation.

The IGF is an annual meeting and so while the IGF 2009 has concluded, the project will be reporting back in January 2010 about what happened at the IGF, and we will then be moving forward in working towards the IGF 2010. We will continue to use the same Youth IGF Project YouTube Channel to promote and take forward this work. We will shortly be adding some films that were taken in Egypt, and that are feedback from the industry participants and that will challenge the young people to respond.

Childnet has made an offline copy of the video that can be sent to schools, and has also created primary and secondary lesson plans and supporting resources for teachers who wish to introduce this topic to the classroom. These can be found at - http://www.kidsmart.org.uk/teachers/resources.aspx

Project URL or screenshot

http://www.youtube.com/YouthIGFProject

Also see: http://www.bebo.com/youthigfproject; Search for Youth IGF Project on Facebook; http://www.youtube.com/YouthIGFProject.

Reactions and outcomes

You can see a film of the youth response to this project here:
http://www.youtube.com/user/YouthIGFProject#p/a/u/0/BlNXh2oRX2Y

The Eracism Project

Submitted by Julie Lindsay.
This project also involved Vicki Davis and Bernajean Porter in the planning and implementation of the project.

This was a very fun experience to negotiate and converse (debate) with other cultures, races, and origins. I will always think twice about being disrespectful to minorities and be kind at all times. *Nespelem, Wa Student*

Broad age range
Secondary

Age range
11-14 years

Applications used
Global asynchronous debate, VoiceThread

Description
A 'Flat Classroom Project' addition, this project joins classrooms globally to debate issues that will ultimately enhance understanding and friendship. It uses VoiceThread to create a simulated synchronous debate. Finals to be held in a virtual world.

Project URL or screenshot
http://www.eracismproject.org/index.html

What challenges had to be overcome?
Working within the timeframe for simulated synchronous across global classrooms and time-zones – we allowed a week and a bit for the entire debate to take place, then another few days for judging. Given different timetables amongst schools in the Middle East, China, Australia, USA etc, this was a huge challenge.

Being able to deliver regardless of whether students were in class or not. This project became a real 'flattening' experience for many classrooms as often the response needed to be recorded outside of normal class time

Engagement and communication between participating teachers: this was not a project where time off meant catch-up was possible later in the week. Communication between teachers was essential to ensure smooth flow from affirmative to negative turns

What would you recommend to others?
Methodical and well-planned approach to Web 2.0 implementation. Informed community and educators who know how to facilitate Web 2.0 tools in the classroom.

Reactions and outcomes
I liked how we had debates and being able to compete internationally with schools all around the world. *Ray*

Thank you for finding this opportunity.

The Eracism debate was astonishing. I learned other people's points of view on how differences make us stronger or weaker. Hearing pros and cons in my class was wonderful, but hearing other people's points of view in other parts of the world was stunning. I'm thrilled we joined the Eracism debate. It was adventurous and something I would do again. *Lauren*

An opportunity to be part of the 'world classroom'. *Students* at ISG Dammam, Saudi Arabia

Live Blogging

Submitted by Kim Munoz

Broad age range

Secondary

Age range

11-14 years

Applications used

Blog, Social networking

Description

During Pres. Obama's speech to students, I took the opportunity to use Cover It Live. A live blogging application that allows you to embed the shared blogging space into a webpage. This allowed the students to interact during the speech and reflect on the speech.

Project URL or screenshot

http://techmunoz.edublogs.org/2009/09/07/obamas-speech/

What challenges had to be overcome?

Cover It Live allowed me to be the moderator of the entire live blogging event. I would only post comments typed by the students that pertained to the topic. Anything extra, off topic, or demeaning was not published to the live blogging window.

What would you recommend to others?

I recommend Cover It Live for any classroom that has a guest speaker or is watching a video in class. Students can interact with each other, the teacher or others joining in around the world to discuss the topic further. As Marco Torres said, “It makes the students producers of information, not just receivers of information."

Reactions and outcomes

I actually filmed a few students after the Live Blogging activity to get their reaction to President Obama's speech as well as their thoughts on live blogging. Here is the link. The live blogging responses are halfway through the movie.

http://techmunoz.edublogs.org/2009/09/16/pres-obamas-speech-student-response

Overall, the student's found the project engaging. They all thought it was "cool." Some said the activity made them less fearful of having conversations with others that everyone in the class could read, which was a growing experience for them. Many asked when we could do the activity again.

The effect this project had on their grades overall in unknown, but the activity had 100% participation.

Talking Book Report

Submitted by Mary Spata

Broad age range
Secondary

Age range
11-14 years

Applications used
Presentation, Blabberize, wiki

Description
Students made a 3D representation of the face and shoulders of a character. Took a digital picture. Uploaded it to the site http://www.blabberize.com. Wrote and recorded a 90 second, first person summary of the book and why you would want to read it. A wiki was used to show it.

Project URL or screenshot
http://stjudeschool.wikispaces.com/7th+Grade+Class

What challenges had to be overcome?
The site updated and changed in the middle of the process, but we kept adapting.

What would you recommend to others?
The new updates allow only 2 frames of 30 seconds each. They are moving to a purchased license. It is well worth it. Great for demonstrating the use of cell phones in the classroom.

Reactions and outcomes
The students really got into this – some spoke with accents as their character would speak – the only problem we had was that the site was changing at the time – it is really cool because we could use our cell phones to call in our narration.

Current Events on Google Maps
Submitted by Silvia Tolisano

Broad age range
Secondary

Age range
11-14 years

Applications used
Geotagging

Description
Students are collaboratively adding news events with a placemark to a Google Map. Events are being categorized and summarized. The goal is to allow students to practise precise writing as well as draw conclusions about where, what and why they add certain event

Project URL or screenshot

http://langwitches.org/blog/2009/09/26/the-logistics-of-creating-a-current-news-events-google-map/

What challenges had to be overcome?

Are students adding correct summaries of the news events? How do we check and verify?

What would you recommend to others?

Students are required to embed the link to the source of the news article in the placemark.

Reactions and outcomes

In previous "Current News Events" assignment, there was never an element of self- and collaborative checking of their work. Students handed in their news event and summary on a paper. I was the only one reading it. The collaborative web-based map has brought a new dimension of deeper thinking. *A teacher.*

Manaiakalani

Submitted by Sarah Gleeson

Broad age range

Secondary

Age range

11-14 years

Applications used

Blog

Description

Enhancing literacy and allowing the students to have an audience which in turn motivates them to want to write and read.

Project URL or screenshot

http://www.spxroom6.blogspot.com/ , http://tamaki.net.nz/index.php?mid=2&rid=1476

What challenges had to be overcome?

These challenges were covered through both having a very clear school Policy on internet usage and also educating the children on appropriate web use and advertising themselves and the school in a positive light in depth first so that these issues would arise. Also ensuring that everything that goes on the class blog goes through me first so that it can all be monitored.

What would you recommend to others?

This was the best thing that I ever did with my students especially to motivate them which it has done ten-fold. I do recommend having a good, detailed Policy for all of this and also do ground work with students on internet safety and what the internet is....so they understand that everything they put on is an advertisement of themselves.

Reactions and outcomes

The students in the class have not only built up fantastic ICT skills they have also been able to extend their appreciation of the 'Written Word' They now have an audience! Many students are heard during Buddy Conferencing saying to one another, "Do you think this is right for your audience? If I was your audience I would be confused with that paragraph" etc. It is wonderful to hear the students talking in this manner and wanting to write so passionately.

Building an Outline

Submitted by Gail Matthews

Broad age range

Secondary

Age range
11-18+

Applications used
Collaborating on Data; editing

Description
Students are able to work collaboratively in real time. Each students' entry is colour-coded. Limitations: Only 6-8 students can work on a pad at a time. However, students can be grouped and other pads created. Pros: No registration required.

Project URL or screenshot
http://etherpad.com/ *Editor's note: please see the list of applications at the beginning of the book for a note about this application.*

What challenges had to be overcome?
Students can save different versions so that teacher can review if necessary. Teacher is one of the participants on the pad.

What would you recommend to others?
Excellent tool for collaborative note-taking, editing documents, and creating new material. Can be used in distance learning situations. Can be used in staff meetings/ committee meetings/ etc.

Virtual Art in a Virtual World
Submitted by Noreen Strehlow

Broad age range
Secondary

Age range
13 to 14

Applications used
Various interactive art sites (see http://pesdartstuff.blogspot.com/ for list), and Second Life

Description
Middle school students using Web 2.0 interactive art sites to create artworks like sand paintings, Wordles, Pollack-like paintings and uploading them to decorate houses they are building in the virtual world Second Life.

Project URL or screenshot
http://pesdisland.blogspot.com/

What challenges had to be overcome?
Class periods just seem to be too short!

What would you recommend to others?

Let students have opportunities to explore various interactive art sites till they find the tools they prefer. It's just like allowing them to play with different mediums and there's no clean up!

The Great Debate of 2008

Submitted by Tom Daccord

Broad age range

Secondary

Age range

13-19 years

Applications used

Wiki, Social networking

Description

The “Great Debate of 2008" is a collaborative project providing 130+ students from 8 states with an opportunity to lead an exploration and discussion of issues and candidates surrounding the 2008 presidential election.

Project URL or screenshot

http://greatdebate2008.wikispaces.com/

What challenges had to be overcome?

E-safety issues had to be addressed. Social networking (Ning) private so safety of students assured. Teachers served as moderators on the wiki and Social network and teachers provided a code-of-conduct handout.

What would you recommend to others?

Provide students with a meaningful activity and a creative, Social forum and they will produce extraordinary work.

Reactions and outcomes

On a visit to a Tennessee school involved in the project students told me they really enjoyed it and that "it was cool to connect with other kids" across the country. One teacher told me that students particularly enjoyed the social networking aspects of the project and made friends with students at other schools.

The Science Community

Submitted by Sheila Peres da Silva

Broad age range

Secondary

Age range

14-16 years

Applications used

Social networking

Description

Our Science Ning is used for document-sharing, forums and blogs and is working very well in a 1:1 notebook environment. The girls upload their videos of their dissections and photos of themselves doing experiments etc. I do not encourage social pictures or videos.

What challenges had to be overcome?

- Only used with students over 13 years.
- Strict guidelines about its use are provided at the very outset. Students who do not conform to these guidelines receive appropriate consequences.

What would you recommend to others?

Advertising should be avoided for educational use.

Reactions and outcomes

At the end of the 2009 school year I did a survey on Survey Monkey. Ning was represented in 2 responses:

List the 3 favourite activities done in Science this year: Using Ning.

What should Mrs. P keep doing (or not change) next year? Keep teaching the way she does now, continue the Ning.

For the extended responses, students appreciated the Ning by commenting on the instant availability of resources, the fact that they can access class work even when absent from school, and the organisational potential of a teacher who uses Ning.

Overall, responses were positive. The only downside was slow internet access at times at school due to the 1:1 laptop program being in its infancy. From my perspective I will continue to use Ning for the following reasons:

- Privacy can be maintained. Ning cannot be accessed by anyone unless they are invited.
- Students can access and download all worksheets at home where internet access is better and faster than at school.
- Blogs allow the more reserved students to make their point and voice their opinion.
- As the owner of the Ning I am aware of usage and I have found that usage of Ning and its activities is directly proportional to student results in formal assessments of learning. *Editor's note: this is interesting!*

The downsides of Ning are the limited number of text boxes, and the presence of advertising since we are using the free version.

Take2 Videos

Submitted by Sharon Peters

Broad age range

Secondary

Age range

14-16 years

Applications used

Video/Video Podcast, Social networking

Description

National Geographic Photojournalist, Karin Muller, embeds herself in areas of global conflict to take High Definition footage which she releases to students so they can create meaningful documentaries. Last year, she released footage from Darfur, this year, Cuba.

Project URL or screenshot

http://take2videos.ning.com/

What challenges had to be overcome?

The amount of footage (30+ hours) can be daunting. By choosing a focus or topic and following the accompanying documentation, teachers and students can more quickly identify a focal point or topic and hone in on the appropriate footage.

What would you recommend to others?

This is a fantastic project that empowers students to social action. The Ning permits social networking between participating students in different schools. Students can use peer editing and evaluation to trouble shoot and collaborate together to create meaningful documentaries that are uploaded to the site and shared with the world. This project was awarded ISTE's first place award for online learning in 2009.

Reactions and outcomes

I have found that this class has enriched my knowledge not only in matters concerning technology but also in global and social matters.

Ms. Peters, you have brought to my attention a cause I am now very interested in. I have broadened my horizons and I feel that what I have learnt through this media class, is more valuable than anything I could have learnt from a textbook. So as well as reflecting on my work, I will also reflect on yours and I give you 100%.

e-Mentoring

Submitted by Paul Hynes

Broad age range

Secondary

Age range

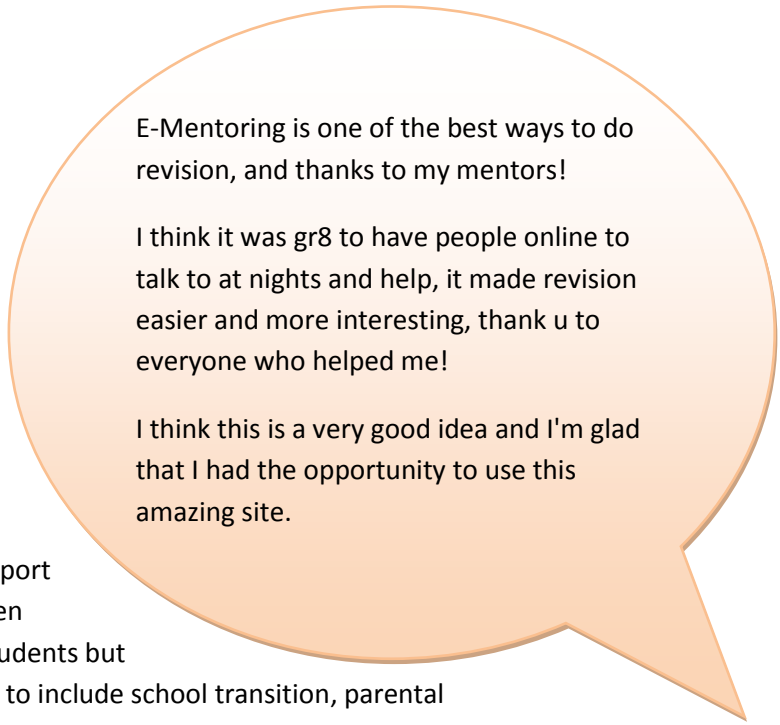
14-16 years

Applications used

Social networking

Description

Use of discussion forums and chat rooms to support students outside school. Mentors used have been teachers, support staff, examiners, university students but mostly sixth form students. Work has expanded to include school transition, parental support etc.



Project URL or screenshot

https://www.ssatrust.org.uk/newtechnologies/newtechraiseachievement/Pages/eMentoring.aspx

What challenges had to be overcome?

Archiving of all chats and forums was essential and well publicised to students. With this widely known students did not stray too far from the purpose of using the online tools.

What would you recommend to others?

The findings from the e-mentoring pilot and a framework (including top tips from schools) that all schools can use to develop e-mentoring with their students can be found at http://www.schoolsnetwork.org.uk/newtechnologies.

Reactions and outcomes

e-Mentoring pilot findings:

- 58% of students found e-Mentoring useful or very useful.
- 87% of students would get involved in e-Mentoring again.
- 85% of students would recommend e-Mentoring to their friends.

Feedback from Wildern School:

Teachers are always looking for ways to improve pupils' grades. We would like to do so without jeopardising our professionalism, within the confines of school budgets and without adding onerously to our already enormous workload. At Wildern School we have succeeded! Just 3% of a selected group of thirty pupils achieved five or more A*-C GCSE grades in their Year 10 exams but after taking part in our internal mentoring programme 84% left this Summer with this all important figure. The internal mentoring programme is guaranteed to improve pupil performance and at a relatively low cost.

Learning a Language Through a Blog

Submitted by Marina Alfonso

Broad age range

Secondary

Age range

14-16 years

Applications used

Blog

Description

These teenagers had never used computers in language learning. We started with a class blog where I posted activities, then passed on to individual blogs, where they publish videos, podcasts, etc. We'll also work on a collaborative project with students from Brazil.

Project URL or screenshot

http://santarosa2nd.blogspot.com

What challenges had to be overcome?

We have classes twice a week, just 3 hours. It's difficult to change students and other teachers minds.

What would you recommend to others?

Perseverance.

Reactions and outcomes

As regards an anecdote, I'd like to mention how rewarding it was to see my students concentrated on their computers, working hard even twenty minutes after the bell had rung. I was the one who had to tell them to stop; it was time to go home! This happened twice and I dare say this kind of experience takes place when

students enjoy what they are doing. They are having fun and learning at the same time, and that's what we, teachers, should try to achieve.

Here are some of the students' comments about the project. I've asked students to publish their comments at http://ourcollaborativeprojectwithbrazil.blogspot.com/2009/12/your-opinion-counts.html :

Sustainabilityandrecycling.ning.com

Submitted by Lucy Johnson

Broad age range

Secondary

Age range

14-16 years

Applications used

Social networking

Description

Innovative project to foster sustainability and recycling by enabling social networking for the Bishop Challoner Eco Committee.

Project URL or screenshot

Http://www.sustainabilityandrecycling.ning.com

What challenges had to be overcome?

Currently trying to formulate a policy for this school in terms of 'next generation learning'.

What would you recommend to others?

See above.

Google Daisies

Submitted by Neil Atkin

Broad age range

Secondary

Age range

14-16 years

Applications used

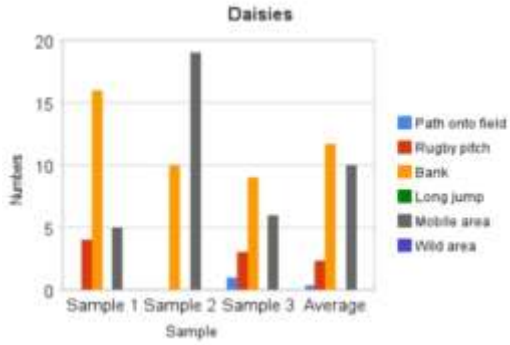
Collaborative Learning with Google Earth.

Description

The class used Google Earth to analyse the distribution of daisies on the school field. Some worked collaboratively researching the presentation, others analysed the results, communicating live and directing others on the field who put their results in an iPhone that was transmitted live to the ICT suite.

I think this project is not ground-breaking in that students can easily reproduce it by manually taking results then using Office or Google Docs to present them. It is, however, the collaborative and real time approach that made it so engaging, and students loved it. They did the whole project using Google Docs.

Project URL or screenshot



What challenges had to be overcome?

This type of project entails a lack of direct supervision of some students and therefore trusting them! Also, because it uses new technology like Google Earth and mobile phones, you need to show its validity.

What would you recommend to others?

Students loved this and worked really well. We need to look at systems of evaluating collaborative work as all current assessments in schools are for individual work

Reactions and outcomes

Students loved it. Please see the Description above also. How to assess collaborative work is another debate, but this is the future of education with ICT giving tools that cannot be replicated anywhere else. This work was peer-assessed.

Neil is an independent consultant. His website is www.movementforlearning.co.uk.

These People Rock!

Submitted by Gladys Baya

Broad age range

Secondary

Age range

14-16 years

Applications used

Wiki

Description

Students create web pages devoted to celebrities they are fond of, and they collaborate to pull it all together in an e-book, which can later get comments by any audience in the world.

Project URL or screenshot

http://4thyear-baya.wetpaint.com/

What challenges had to be overcome?

Students gladly accepted the challenge and agreed to work from their home PCs (no access to computers at school). Aware of the publicity of their acts, they worked hard to show their best and avoided breaking the rules. The result encouraged school authorities to start sharing school products "to the world" via the Web."

What would you recommend to others?

Organize wiki clearly in advance. If possible, get students started at school lab. Establish clear criteria for evaluation and plagiarism.

Reactions and outcomes

Out of 31 students in class:

Thirty contributed to the project (which needed to be done at home, in their own study time, as the school could not offer access to computers during the English lessons). All of them carried out extensive reading of webpages (when researching for material for their own pages) and tried writing for fluency to an extent that went far beyond traditional tasks oreviously carried out in class. They were also involved in editing their own texts (after teacher's prompts) showing an awareness of the importance of accuracy when addressing authentic audiences.

About one third of the class posted messages to their partners on the wiki pages created.

About half the class evaluated the project as "interesting" or "different from traditional school work".

Chat Technology

Submitted by Farah Saddiq

Broad age range

Secondary

Age range

14-16 years

Applications used

Learning Platform/VLE, Chat Technology

Editor's Note: If your VLE doesn't support Chat technology, there are alternative solutions available, assuming that your school's security settings permit you to access them. For example, Skype has an instant messaging feature and allows group discussions; not quite chat, but not a bad approximation. Alternatively, set up a Ning network and go to Manage->Add new features->Ning apps->Collaboration and then install ClackPoint. This appears to be quite useful, with chat, notepad, poll and slide-sharing facilities. Other options,

if Ning is not suitable (you have to be at least 13 years old to access it include Google Wave once it's generally available, TokBox, which is a video chat application, and browser plug-ins. You will need to consult your technical support people for advice and assistance in case there are technical considerations related to using the facilities on a network.

Description

The purpose of the project is to encourage students to be able to ''Chat'' about their work at school but more so off site/home. Why ''Chat Technology'' well at present you will find very few students who do not have access to the Internet.

What challenges had to be overcome?

Trial it with a small group or class.

What would you recommend to others?

Use the chat facility as a homework task set time and date for when you would like students to chat/discuss a topic. Ensure students are aware that chat is monitored and recorded. try to discuss a topic which students will find interesting.

Reading Group Social Network

Submitted by Dai Barnes

Broad age range

Secondary

Age range

14-16 years

Applications used

Ning social networking

Description

Pupils across the year groups were enrolled onto a Ning social network specifically designed for the task. The lead teacher set a reading book and prompted discussion. Pupils 13 - 18 communicated about different utopian literature & analysed language.

What challenges had to be overcome?

- Pupils must be 13+ to join Ning.
- I set the network up for an English teacher but it is really easy to do.
- Clear guidelines about how to behave (but never what to write) were established at the beginning. Not one problem.
- Keep the Ning secure by the administrator (you or me) having to approve new members.

What would you recommend to others?

Ning is an excellent network creator and absolutely free if you don't mind a few unobtrusive adverts on the site.

Where We Live

Submitted by Cristina Gainza-Laset

Broad age range

Secondary

Age range

14-16 years

Applications used

Podcast, Video/Video Podcast, Blog, Wiki, Presentation, Photography, Social networking, Learning Platform/VLE, Spanish

Description

We have participated in two projects with iEARN UK. They both involved students preparing audio and video formats regarding their world i.e. school, green issues, family etc and sharing these with young people in Spain. We also had a live video link.

What challenges had to be overcome?

There are many concerns about using web 2.0 projects, especially issues regarding child safety and cyber bullying. Schools and teachers should come with clear internet policies at school and we should train students how to be safe when working on social sites and other networks, as we already teach them how to stay safe at home and in the streets. This is a new environment and we need to prepare the younger generation for it.

What would you recommend to others?

I have piloted in my blogging club some initial sessions on internet safety. The children have responded very positively as some of their parents don't know how to protect their children from all the dangers of social sites and internet in general. It should be a part of the Personal, Social and Health Education curriculum.

Techbribe

Submitted by Alan Perkins

Broad age range

Secondary

Age range

14-16 years

Applications used

Podcast, Video/Video Podcast, Blog

Description

The Techbribe is a weblog to enable students to publish work related to their IT projects in the MYP Technology. It enables students to share knowledge, ideas and much more in order to fully understand collaborative principles within the Design Cycle.

Project URL or screenshot
http://www.techbribe.com

What challenges had to be overcome?
Use of outlined policies and standards – with letter sent to parents.

What would you recommend to others?
Use of aliases and as such teaching safety but practical use.

Neveh Channah Bible Portions Book
Submitted by Reuven Werber

Broad age range
Secondary

Age range
16-18 years

Applications used
Wiki

Description
Neveh Channah 10th grade students created a wiki book of the 50+ weekly Torah portions read in the synagogue Based on web search, bibliographical report, summary and original writing. Students worked in teams of 2.

Project URL or screenshot
http://nc-parsha.wikispaces.com/

What challenges had to be overcome?
We searched for teachers willing to work with us in doing this online activity – something not all teachers willing to undertake.

What would you recommend to others?
Important to give formative assessment as project progresses. Suggested to have students review peers' work and provide assessment.

Reactions and outcomes
The students loved the idea of producing their own videos on the geographical area they had been studying and developing, and were happy to collaborate in producing an online wikibook to share with the world!

The students found the research project interesting. Many of them enjoyed seeing the products of their labours visible on the internet as part of a class project which could be viewed and used by others.

Mr. Hood's Physics
Submitted by Nick Hood

Broad age range
Secondary

Age range
16-18 years

Applications used
Video/Video Podcast, Blog, Wiki

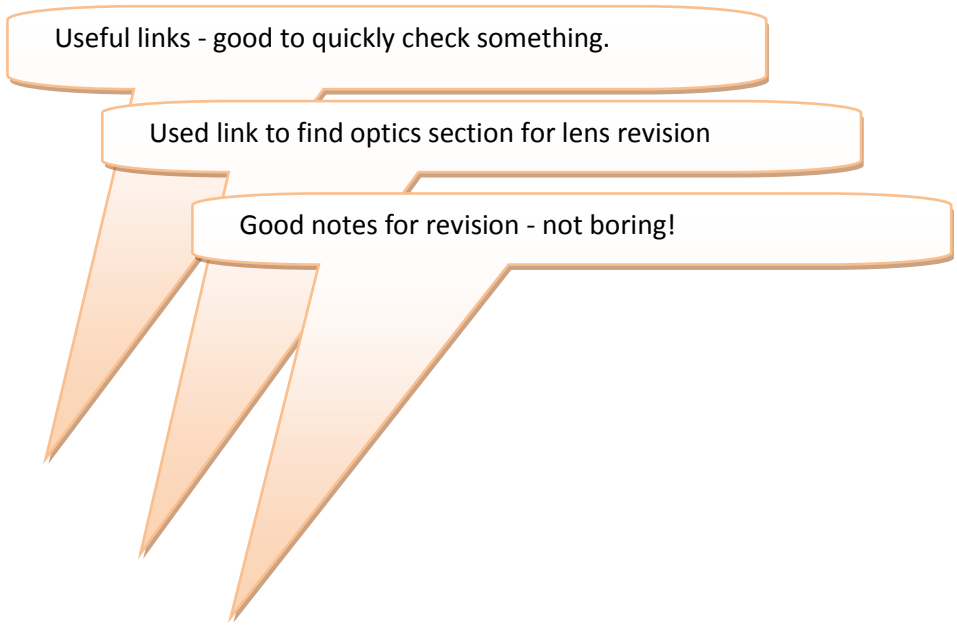
Description
This is a learning support resource for Physics students, mostly at senior secondary school level. It uses multiple access routes (blog, RSS, iTunes, video channel) to deliver tutorials or items of interest in support of class work and for revision.

Project URL or screenshot
http://mrhood.net/physics/

What challenges had to be overcome?
Persistence. It has been impossible to engage in meaningful dialogue within the school system and the entire site has had to be relocated to sustain it within the classroom context.

What would you recommend to others?
Network. Keeping your finger on the pulse of best practice will offer you the best route to an excellent and often innovative solution for your particular needs. Change is coming from grass roots.

Reactions and outcomes



In our Backyard - Neveh Channah

Submitted by Reuven Werber

Broad age range

Secondary

Age range

16-18 years

Applications used

Video/Video Podcast, Wiki

Description

Neveh Channah 11th grade students created a video wiki book about the geo-ecological niche near the school grounds. They researched the topics, prepared a script and videoed a clip about their topics and embedded it on their wikipage in the book.

Project URL or screenshot

http://nc-chatzer.wikispaces.com/

What challenges had to be overcome?

We searched for teachers willing to work with us in doing this online activity - something not all teachers willing to undertake.

What would you recommend to others?

Involve students in all aspects of the project from planning to writing, filming and embedding the videos on the wikibook.

Reactions and outcomes

The students loved the idea of producing their own videos on the geographical area they had been studying and developing and were happy to collaborate in producing an online wikibook to share with the world!

Film and Book Reviews

Submitted by Vicky Saumell, and based on an idea from Gladys Baya

Broad age range

Secondary

Age range

16-18 years

Applications used

Blog

I love movies so, of course the experience was incredibly funny, the challenge of trying to persuade people to see or not the movie that you are talking about was really interesting. Furthermore it is a really dynamic project to include teenagers in the English language. *Florencia*

Description

Students write film or book reviews of their choice in a blog after having worked on how to write reviews.

Project URL or screenshot

http://isfareviews.blogspot.com/

What challenges had to be overcome?

As soon as they know anybody will be able to read and comment on their reviews, they strive to do their best!

What would you recommend to others?

It is a good way of introducing blogs in class before implementing personal blogs.

Reactions and outcomes

My students have been really excited about the project. At the beginning they were asked to write one review per term, but in the end, they were willingly writing more than that! I think they liked being able to write about their favourite films, actors and directors. Some even asked me if they could compare a film to its corresponding book or video game!

As for assessment, I used a rubric. There are many readily available on the internet, which you can directly use or adapt.

> Doing the reviews was the most fun in our class this year! I really liked it and found both useful and a good way to use technology. *Enzo Buonassisa*

British Literature Wiki

Submitted by Damian Bariexca

Broad age range

Secondary

Age range

16-18 years

Applications used

Wiki

Description

High school juniors and seniors contributed discussion, research, and original creative multimedia content to the wiki throughout the semester. It was a pervasive research project and digital bulletin board for the class.

Project URL or screenshot

http://honorsbrit.wikispaces.com

What challenges had to be overcome?

What few technical concerns existed, I was able to resolve by collaborating with supervisor & staff of our school's IT department.

What would you recommend to others?

The wiki is a powerful collaborative Web publishing platform that can also be used to integrate multiple forms of communication (podcasts, forum-style discussion, embedded audio & video). Wikis, at their most basic, are easy enough for even the most inexperienced user to use, but are also capable of meeting the needs of more advanced users. Every student, regardless of technological ability, can contribute in some way to building a wiki.

Reactions and outcomes

The response from the students to this ongoing project was positive overall. They liked the idea of creating the site as we went through the course as a showcase or portfolio of their work; they also found it very motivating to check the site traffic every so often to see where visitors were coming from and why they were coming (their Middle English audio recordings and writing on flower symbolism in Hamlet seem to be what brings in the most visitors from Google). Not only did they enjoy creating for an audience, they also found it gratifying to know that their work was helping other people around the world in their own academic pursuits.

The Tech Wiki

Submitted by Alan Perkins

Broad age range

Secondary

Age range
16-18 years

Applications used
Wiki

Description
Design and Technology International Baccalaureate wiki - for Diploma students to collaborate and share resources and build, a repository of work for revision for the extensive IB examinations. Involves embedded Zoho and multimedia presentations etc.

Project URL or screenshot
http://www.ibegham.com/wiki

What challenges had to be overcome?
Use of open source tool - in this instance Tikiwiki.

What would you recommend to others?
Although Web 2.0 cloud applications are great – often if you can have your own server it gives you greater control of the environment.

Delving Into the Ethics of Technology in Society
Submitted by Alan Perkins

Broad age range
Secondary

Age range
16-18 years

Applications used
Podcast, Video/Video Podcast, Blog, Social bookmarking

Description
The ITGS International Baccalaureate students need to discuss and debate the social/ethical issues related with the use of Technology in a Modern Society. The use of a weblog enables students to discuss independently both locally and globally with other schools and students.

Project URL or screenshot
http://www.itgsonline.com

What challenges had to be overcome?
Moderation of posts.

What would you recommend to others?
Use of policies and standards – and an element of trust through education of students that a weblog is an open /public communication tool.

Blended English Language Learning

Submitted by Hala Fawzi

Broad age range

Secondary

Age range

16-18 years

Applications used

Podcast, Blog, Wiki

Description

The first pilot blended English language learning project in Sudan. It had a great effect on students' motivation and performance.

Project URL or screenshot

http://groups.yahoo.com/group/tagananet/

What challenges had to be overcome?

My excitement to use Web 2.0 tools in my classroom, however, resulted in some drawbacks. Having large numbers of students was difficult for a teacher who had other academic commitments after classes, in addition to long hours in the evenings on the keyboard correcting and giving feedback. Finding myself as the only teacher who can integrate web tools into the classroom left me sceptical about replicating this work in the near future.

Nevertheless, I am planning to increase my students' motivation by providing an even richer, more rewarding and fun way of using web 2.0 tools by involving them in collaborative projects where they write for a real audience. I hope to give them extra practice in reading and writing by creating tasks and assignments to connect them to their peers or teachers, locally and internationally.

What would you recommend to others?

I recommend arranging and conducting professional workshops to help English teachers with practical issues and ideas on how to use technology in the EFL classroom and how to overcome the challenges in poor resource countries like Sudan. For example, as a start with teachers in Khartoum, I started "*They can*" series of workshops for introducing teachers to blogs, wikis social bookmarking and social networking tools. Check workshop wiki here: http://uofkworkshop.pbworks.com/.

Reactions and outcomes

Listen to the students' opinions here: http://tagananet.podomatic.com/.

Fizzics

Submitted by Sinclair Mackenzie

Broad age range

Secondary

Age range
16-18 years

Applications used
Podcast, Video/Video Podcast, Blog

Description
This started as a self-hosted Wordpress classroom blog for Standard Grade Physics, growing into a video podcast to support learning as cohort moved on to the Higher Physics course. It now offers iTunes homework & solutions at variety of course levels.

Project URL or screenshot
http://mrmackenzie.co.uk

What would you recommend to others?
Circuit diagrams do not always render well; we found Vimeo was better at this than Youtube. Use of mp4 format allows pupils to view on variety of platforms, e.g. home pc, inside iTunes and is compatible with video hosting sites. Video set to no larger than 640x480px and solutions videos split into small sections to give individual downloads no larger than 5MB.Option of embedded video (using free Vimeo account) for pupils unable/unwilling to use iTunes.

Reactions and outcomes
When I started this last year it was my first year teaching the Higher physics course and so I have no data to compare attainment with/without the video podcast. However, I did find a sharp improvement in homework submission as a result of introducing the online help. I suspect this was partly due to my enforcing submission dates, on the grounds that late work could have been copied from the videos but I hope that there was motivation in there also.

Pupils often commented on the position of the podcast within the iTunes top 25 download chart for K-12 video podcasts and they did seem to value the work more when they realised others saw value in downloading and watching the content I was producing for them.

When I introduced a new podcast channel for the Intermediate 2 class this academic year, the first reaction I received was a question from one of the boys who wanted to know how much this would cost him to download. They did not expect to receive something like this free of charge from one of their teachers.

I persuaded Nokia to lend me a N810 tablet device last year to trial the use of a handheld platform in class. There was actually very little interest in the new hardware, with only one pupil using it to catch up on work missed. There is a strong desire from pupils to use their own hardware (mobile phone, iPod) whenever possible and this has influenced the choice of file format used.

21st Century Business Card
Submitted by Kern Kelley

Broad age range
Secondary

Age range

16-18 years

Applications used

Career Preparation

Description

Nokomis Regional High gifts every graduating senior with their own personal web domain, helping them make a name for themselves as their 21st Century business card. However, the collaborative digital portfolios that the students have been building since 5th grade is where , Web 2.0 comes in; the domain name is just the icing on the cake at the end of their schooling. We use Google Apps for Education and students manage most (not quite all yet) of their school work through their portfolios.

Project URL or screenshot

Here's the post I put together explaining how we're implementing the portfolios from K to 12: http://thetechcurve.blogspot.com/2009/11/rsu-19-google-apps-for-education-plan.html

See also http://msad48.googlepages.com/welcome.

What challenges had to be overcome?

The biggest challenge has been the initial work with students to build and use the domain for the greatest return.

What would you recommend to others?

Buying students a domain name is an inexpensive way for school to impress the importance of a student's web presence to their professional career.

Reactions and outcomes

The classes in our district that have embraced it fully are so fun to watch. The best part, the students have no idea that it could be different. "Of course we hand in work this way Mr. Kelley, how else would you do it?" (7th grade student – 11-13 years old).

Section 4: Secondary and above

English Composition Class - Academic Reading & Writing

Submitted by Jim Buckingham

Broad age range

Secondary and above

Age range

18+

Applications used

Video/Video Podcast, Blog, Wiki, Social networking

Description

Integrated use of Twitter, wiki, blogs and video (YouTube) in a face-to-face class to promote student collaboration in note-taking and writing vocabulary logs, peer review of various stages of writing process, reflective review of writing, etc.

What challenges had to be overcome?

Interest in promoting peer collaboration amongst students as well as student-teacher collaboration but in a culture (Middle East) where privacy is a very high priority – hence the need to set up a “closed garden" system for students to operate within (i.e. no contact with others outside of our class). Yet such a system promoted more frequent interaction (or at least made in more transparent to me the instructor).

Likewise my own posts/comments could be shared either privately or "across the class" to the benefit of students – and became part of the work on the wiki. Student participation rates could also be monitored. "

What would you recommend to others?

Need for clear presentation to students of how the technology works and why it is being used (focus is on benefits to them). Address issue of privacy by demo" how to protect student privacy (i.e. settings required). Availability of instructor outside of class – if and when there are problems (eg. use of Twitter to communicate and Jing to remotely demo).

Establishing the Groundwork for a Podosphere

Submitted by Nillan Fakira

Broad age range

Secondary and above

Age range

18+

Applications used

Podcast, Video/Video Podcast, Blog, Wiki, Presentation, Learning Platform/VLE

Description

To provide a podcasting platform for all staff across the Manchester Metropolitan University to have access to software/hardware for production, publication and delivery of a podcast in their teaching. The success of the Fellowship in Academic practice initiative outcome on use of podcast technologies in student learning has now taken momentum, a university-wide podcasting resource is now being developed. A screen capture program on all staff and student computer will be available for podcast production, a hardware infrastructure for publication of the podcast and a mechanism in place for delivery of the podcast to the students via a VLE, making use of web 2.0 components such as itunes and RSS.

Project URL or screenshot

http://www.celt.mmu.ac.uk/ltia/issue16/fakira.php

What challenges had to be overcome?

Sourcing of Hardware, Software, Podcast workflow and making it available to majority of staff across our university.

What would you recommend to others?

Recommendation of the benefits of a podcast platform and future investment in this area and possibly to research into the iTunesU service.

Tweeting About Learning Spaces

Submitted by Liz Aspden

Broad age range

Secondary and above

Age range

18+

Applications used

Social networking. Twitter

Description

We used Twitter with a small group of students to generate data about their use of learning spaces. Each student was asked to provide approx. 3 tweets per day for 2 weeks about their learning activities. Data contributed to on-campus developments.

Project URL or screenshot

http://shulearningspaces.wordpress.com/informal-learning-context/

What challenges had to be overcome?

Only one of the students who took part had used Twitter before, some were confident with technology, others not at all; we offered them all a short introduction to Twitter and a demonstration (5-10 minutes), and then they all managed to use it throughout the project with no problems.

What would you recommend to others?

We're revisiting the use of Twitter for a broader study of student learning space preferences this year, using it as a feedback channel, asking specific questions, and trying to link it with photographic data (using, eg, Twitpic, Flickr, etc to generate a richer data set. We published something in Educause Quarterly earlier this year – see: http://www.educause.edu/EDUCAUSE+Quarterly/EDUCAUSEQuarterlyMagazineVolum/WhereDoYouLearnTweetingtoInfor/163852 for info.

A set of scenarios based on the data we generated is also available at: http://shulearningspaces.wordpress.com/informal-learning-scenarios/

Reactions and outcomes

Anecdotally, feedback from the student participants suggested that they had found the study rewarding in a couple of ways.

Firstly, most students commented that being asked to tweet about learning spaces as they were using them – and then to reflect on their experiences later – made them more concious of the choices available to them, and they expected this heightened awareness to be beneficial to them in future.

Secondly, all but one of the participants were new to Twitter. They had relished the opportunity to get to grips with a new communication medium for a specific purpose, and with the support of the researcher.

Supporting Teaching and Learning through Twitter

Submitted by Jane Woods

Broad age range

Secondary and above

Age range

18+

Applications used

Social networking, Twitter

Description

Twitter is used by students during taught sessions to inform both tutor and peers of questions and issues related to the work. Feedback is used in a formative way by the tutor, giving students more ownership of the session and ensuring satisfaction.

What challenges had to be overcome?

Most students were unfamiliar with Twitter or had preconceived ideas regarding its use. Time had to be allowed for students to set up accounts within the session but I now know what my students are thinking and can adapt my teaching accordingly. Feedback through Twitter as well as more traditional means indicate that students are very happy with the system as they feel that their needs are being met which enhances both teaching and learning in the classroom.

What would you recommend to others?

Tutors need to be prepared to react quickly to responses and divert from plans.

The use of Tweetchat (or similar) facilitates automatic updates to group tweets making the stream easier to follow.

Allow students to tweet anonymously as this results in more 'honest' feedback!

Staying Connected

Submitted by Hazel Owen

Broad age range

Secondary and above

Age range

18+

Applications used

Video/Video Podcast, Blog, Photography, Learning Platform/VLE

Description

The project used videos (skills & 'how to'), along with blogs (http://www.vox.com) where students could journal their experiences in NZ, and Flickr (http://www.flickr.com) to facilitate image sharing. Teachers used an aggregator to feedback to postings.

What challenges had to be overcome?

We learned a lot; some positive and some negative. The students' expectations of the role of themselves as learners meant that they had to be guided through the use of 'how to' videos, and would also wait for a teacher to help solve problems. There was, however, a gradual increase in the amount of peer support, so that when one student had been helped with an issue, they would then share with their classmates.

One group of students was very keen to make the most of the opportunity to blog about what they were seeing and experiencing, and gave overwhelmingly positive feedback to teachers and counsellors.

The other groups, however, after the first few sessions, requested that they not make postings to blogs any more, because they already kept blogs in Japan and really only wanted conversation and pronunciation practise.

We also discovered that a lot of the homestay accommodation does not provide easy access to the internet, so the main places students were able to access Moodle were at the college or in Internet cafes. Most of the students had Web-enabled portable devices but had either not set them up to work in New Zealand, or had not brought them along as they had not expected to need them during their visit.

After reflecting long and hard about what we had encountered and gathering feedback, we felt that the positives outweighed the negatives and that we would continue to use ICT in English Language Teaching (ICTELT) with the 2009 students.

After discussion with the teacher that was accompanying the groups we arranged that before the 2009 visit he would discuss the benefits of using ICTELT while visiting New Zealand, such as practising their written English while sharing their experiences with friends and family at home. This preparatory dialogue was identified as essential as there was no formal course requirement for students to keep journals during their visit. In addition, students would be helped to set up Vox blogs and Flickr accounts before they arrived in New Zealand, and to make a posting introducing themselves to the Unitec teacher assigned to them. Expectations would therefore be set prior to the visit, and students would also be encouraged to bring their own mobile devices.

What would you recommend to others?

Given the amount of time and effort that was invested in the design and development of resources and the setting up the highly scaffolded course, during our reflections we wondered if it had been worth it. As a learning opportunity, definitely.

I, for example, had underestimated the impact of role expectations, and the need to learn to use some of the scaffolding tools such as the 'how to' videos.

The importance of finding out about the needs and expectations of the learners was reinforced for me, as was the fact that the Web 2.0 tools by themselves did not motivate students to learn and practice English.

On the other hand, the functional language that students used while they were describing what they wanted to do, and the sense of community that quickly formed as help was freely given, suggested that it was an approach worth pursuing.

Thoughtfully-designed activities using sound pedagogical principles around key learning outcomes are essential though, as is support and collaboration with colleagues. Web 2.0 is already heading toward Web 3.0 with the growing popularity of virtual worlds and identities. The question is not really should we be tapping into the potential of ICTELT, but rather what it the most effective approach.

Social Networking as a Communications Tool

Submitted by Dee Vyas

Broad age range

Secondary and above

Age range

18+

Applications used

Social networking

Description

The Department of Nursing had been looking to make inductions meaningful. Ning was used. It enabled students to socialise with each other and tutors. The forum will become an electronic version of an alumni document keeping a track of students.

Project URL or screenshot

http://nursbuds0309.ning.com/

What challenges had to be overcome?

For institutes, technology offers an opportunity to engage students who are immersed in social media. The need to engage students away from the traditional roles of teaching and learning is an occurring theme in the current educational field. Good teaching and learning is built on effective relationships in an active learning community.

The challenge to develop learning communities however must not be at the expense of social construction of knowledge. Within a social network the administrator must maintain a constant presence, monitor discussions and forum, and engage students to encourage their participation.

It is important that students understand their participation in a learning community. In a survey in 2008 into Technology Enhanced Learning (TEL) within UK universities by the Universities & Colleges Information Systems Association (UCISA) a 'lack of time' was identified as a major barrier preventing academic engagement.

The availability of committed local champions showcasing the advantages of using TEL is important. Development of good practice across the Institute will assist in the engagement process with academics as will the creation of a supportive environment.

What would you recommend to others?

Post-university engagement using this format with students may help in student retention and information overload as highlighted in the example above.

Developing communities with students who use social media as an aspect of their day-to-day life will help to break down barriers between institutes and students. In a controlled environment such as Ning it is possible for students and staff to interact differently to that of a public form such as Facebook. This will enhance the feeling of belonging to a community of learners. Institutes must engage students differently and interactively to encourage participation in the learning environment and develop the student experience.

Reactions and outcomes

The student response to the use of a social network to develop a community before attending a course at the university has been positive. Feedback received from the students included comments such as "excellent." 'Nursingbuddies' has provided the students with an ideal opportunity to interact with both their peers and academics.

Induction Wikis: The Learning of Future Trainee Teachers

Submitted by Daniel Ayres

Broad age range

Secondary and above

Age range

18+

Applications used

Wiki, Social networking

Description

A systematic enquiry into pre-programme Induction Wikis, an e-learning initiative for trainee teachers on our teacher training programmes. Researching learning patterns and modes of professional knowledge generation.

Project URL or screenshot

What challenges had to be overcome?

Can participation in a pre-course Web 2.0 site promote the development of individual professional knowledge prior to embarking on an initial teacher training (ITE) programme?

What would you recommend to others?

The objectives are to research using methodology, theoretical and conceptual frameworks enabling us to look at:

1) The nature and patterns of individual interactions.

2) The nature of any professional learning resulting.

3) The integration of the e-learning initiative into the ensuing initial teacher education programmes.

Reactions and outcomes

We have been collecting responses through a comprehensive survey, via 'Survey Monkey' software. Here's a brief selection of responses to two of the questions:

Primary: Do you think that the Induction Wiki contributed positively to your pre-course preparations?

Yes 100.0%

It was good to have updates and questions answered quickly. As a forum, it was good to see other trainees' questions and answers, as it gave me additional information that I had not thought of yet.

I thought it was a great way of communicating with other students and tutors to share any worries or concerns.

It gave me an opportunity to prepare mentally and virtually.

Secondary: Did you understand how the information, activities and tasks on the Induction wiki related to your ITE course and your professional development?

Yes 81.2%

This was a slow learning curve but proved useful.the tasks given on the wiki were related to the real life issues. These cover a variety of topcis and issues, relevant to the course.This has therefore been a major help.

I understood that it was safe way to begin to explore some key issues, express my own views and get the views of others. having never used a VLE it was extremely useful to see how they could work with a group of active learners.

I don't think that I fully understood at the beginning of the course how these activities would be so relevant to the ITE course. During the last four months this has really come to light. I could see how the information would be useful though.

The Personal Repositories Online Wiki Environment Project

Submitted by Anne Gambles

Broad age range

Secondary and above

Age range

18+

Applications used

Blog, Wiki

Description

UK JISC funded project. Main aim was to investigate the extent to which informal repositories within Wiki and Blogs could meet the professional development needs of part-time tutors for sharing and storing resources in the context of their own cpd.

Project URL or screenshot

http://www.prowe.ac.uk/

What challenges had to be overcome?

See http://www.prowe.ac.uk/documents/finalPROWE-howto.doc, especially the section called 'OUTPUT ONE – Barriers and enablers to system uptake or use'.

What would you recommend to others?

Develop intuitive, easy to use applications. Provide training for staff and students to improve their ICT literacy and skills. Use Twitter, Wordpress, Google calendar.

Reactions and outcomes

One of the project's findings was that wikis and blogs have the potential to support the informal storage and sharing of teaching materials amongst part-time teaching staff. However, their successful adoption and use will depend on the institutional context, the availability of sustainable alternatives and the current practice and preferences of individual staff.

To clarify, the project involved part-time distance learning tutors, not students. It may be useful to mention the the project's evaluation report too (http://prowe.ac.uk/documents/EvaluationReport_v4b.doc), this includes quotes from tutors. It is difficult to choose one particular quote because there were various aspects to the project.

WikiLanguage

Submitted by Analia Dobboletta

Broad age range

Secondary and above

Age range

18+

Applications used

Wiki

Description

A yearly project for student teachers to develop their language as part of a negotiated curriculum that entails selecting and producing related content while keeping dossier pages and collaborating.

Project URL or screenshot

http://wikilanguage.pbworks.com/

What challenges had to be overcome?

Paradigm change takes determination, first to overcome resistance and then to sustain interest. In this sense, a principled rationale and short-term objectives have contributed to the sense of ownership and autonomy lead to successful learning.

What would you recommend to others?

Engage students in technical education programmes in the use of Web 2.0. Only then will they have had the kind of experiential knowledge that certainly facilitates curriculum change to cater for the needs of 21st century learners.

Blog Technology, Collaboration and Reflection in Student Learning

Submitted by Nillan Fakira

Broad age range

Secondary and above

Age range
18+

Applications used
Blog

Description
Investigate the use of blogs in student e-learning, a technology which could be incorporated into a course, providing an environment that would have flexible areas of accessibility, communication, collaboration and in allowing personal reflection on studies.

Project URL or screenshot
http://www.celt.mmu.ac.uk/ltia/issue13/fakira.php

What challenges had to be overcome?
By making available support and guidance to other staff involved and also having a channel for students support.

What would you recommend to others?
By providing feedback from students on the flexibility and mobility to carry out their studies and making this technology available across the whole first undergraduate group so as not to disadvantage any other groups of students.

Reactions and outcomes
The introduction of the blog site was well-received by the students. The students enjoyed participation by blogging with staff and other students, the site gave flexibility when working in groups, providing a central point for communication and discussions and a sense of 'belonging' taking away feeling of isolation. In total, 50.5% of students were publishing blogs on the site and access to the site by the students from within the university was 75% and externally was 66%.

Student Pre-Course Induction in Second Life
Submitted by Jane Woods

Broad age range
Secondary and above

Age range
18+

Applications used
Learning Platform/VLE, Virtual Worlds

Description
Pre-course students met together in Second Life to socialise, discuss pre course tasks and prepare for their chosen ITT courses. They were able to meet tutors in the virtual MMU office and raise issues as well as have questions answered before induction.

Project URL or screenshot

What challenges had to be overcome?

Students were given the opportunity to use Second Life compatible computers in the university library if they did not have the technology at home.

What would you recommend to others?

While pre-induction summer schools are considered to be 'good practice' they are often expensive and students find them difficult to attend. Using Second Life, tutors are able to meet with students from the comfort of home and at no additional cost.

Reactions and outcomes

Student Feedback on the ' Student Pre-Course Induction in Second Life' project has been overwhelmingly positive. Students have appreciated the fact that they can meet their peers in this virtual environment as well as discuss issues surrounding pre-course tasks and course registration. Worries about timetabling and

balancing family and student workloads were also a popular choice for conversation. Comments such as "I feel so much better about starting university because of the things that we discussed" were fairly typical.

Students requested that the meetings continued after enrolment, and the project has now successfully evolved into weekly evening support meetings for students who are out on school placements.

Section 5: Adults

The Virtual Classroom as a Tool for Enhancing a Blended Course

Submitted by Kimberly Greene

Broad age range

Adults

Age range

Adult learners, Teacher Education

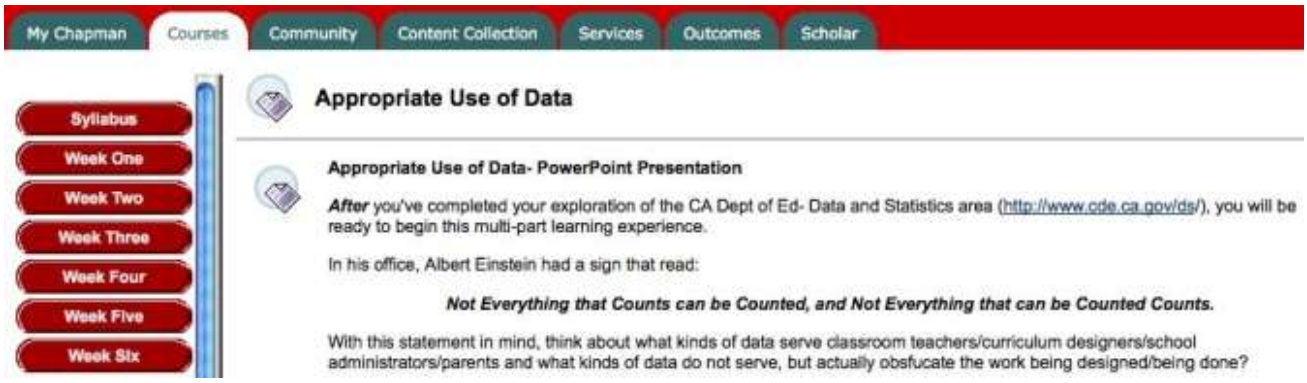
Applications used

Social networking, TappedIn

Description

As Institutions of Higher Education move from face-to-face courses to the blending of face-to-face with on-line technologies, two university professors track their move into the blending arena to support social constructivist learning for future teachers.

Project URL or screenshot



What challenges had to be overcome?

Student hesitation at trying something new.

What would you recommend to others?

Have a light touch. Introduce the technology on a volunteer basis before making it a requirement.

Reactions and outcomes

- Created a sense of community (essential in a new 8 week format with less face-to-face time).
- Released at least 1 student from the "eye-ball effect".
- Brought a sense of play (see Sir Ken Robinson on Ted.com) into the serious work of the course.
- Active collaboration throughout the week (think Web 1.0 vs 2.0).

Informal survey:

- 7 of 9 marked Tappedin as their favourite application.
- 4 planned to continue using it.
- 1 used it for a parent meeting.

The Building Online Learning Communities Wiki

Submitted by Nicole Muth

Broad age range

Adults

Age range

Graduate Education

Applications used

Wiki

Description

Graduate students in the course Building Online Learning Communities collaboratively built and edited a wiki on the use of Web 2.0 technologies in education.

Project URL or screenshot

http://bolcs09.pbworks.com/

What challenges had to be overcome?

We included one page of our wiki dedicated specifically to ethical, security, and safety issues and methods for overcoming the challenges. In addition, each section discussed specific issues concerned with that type of technology.

What would you recommend to others?

Educators were able to experience collaborative editing first hand in addition to learning about many Web 2.0 technologies and how they might be used in education. It is helpful for educators to participate in professional development activities which model the teaching strategies they are learning about.

Reactions and outcomes

I haven't done any follow up testing or surveys to find out which applications former students have used in their teaching or for creating professional networks. Anecdotally, I have received several responses from students saying that they have used what they learned in their professional practice.

I had a student that created a wiki to organize track and field day for several private schools. Teachers from participating schools were able to log in and up date the participants for each event.

Another student used 21Classes to create a class blogging project with 7th and 8th graders to allow students to write about books they were reading and respond to the posts of other students.

Another student used a wiki to set up a social studies project for his brother's middle school class. He then used Skype to communicate with the students about the project.

The Magic Classroom

Submitted by Steve Guynup

Broad age range
Adults

Age range
I teach college students, but this has been tested with 10-12 year olds

Applications used
PowerPoint meets the Matrix

Description
Mixes Virtual Worlds with an Adobe Connect-like methodology. Like PowerPoint meets the Matrix, with a shape-shifting teacher. I generally do student critiques in it, but have video of lessons on Darwin, Package Design, 3D Lighting, and more. (See videos).

*Editor's note: I raised the following issue with Steve: "*The female avatars seem rather sexualised and that seems to me to be inappropriate for school use."

Steve's response was: " [Regarding] Sexual Avatars, its an out-of-box issue, and as my kids are college art students I'm less concerned about it than I am about cultural diversity."

Project URL or screenshot
http://noel.pd.org/~thatguy/exit/

What challenges had to be overcome?
Ignorance in the field, my work is unlike anything else on the planet, yet its initial simplicity leads people to ignore it. People only want games, cultural simulations, or some creativity teaching tool. The fact that I go back and blend traditional instructor led practices with narrow student-led inquiry makes me uncool in many new media circles. Worse I find I still need to argue about the value of synchronous learning in some places.

What would you recommend to others?
Form follows function, so don't be afraid to break from narrative-driven realism. Balance the educational aspects of storytelling with the principles of usability.

Reactions and outcomes
I teach Game Design 100% online for the Art Institute of Pittsburgh – Online Division. Our number 1 complaint is teacher presence. Additionally, our internal data indicates that student who have real-time communication with a teacher, even a single phone call, are less likely to drop-out, and get better grades. The Magic Classroom's instructor-led process targets this issue while allowing modular student-led exploration. In the end we seek to empower teachers, not replace them.

Preliminary tests with Simulation, Design, and Entertainment students at the University of Baltimore were overwhelmingly positive. Students felt they learned more through this process than they would have through a self-led game. Without exception students also preferred the Magic Classroom over a self led game. Interestingly, these results may reflect the students' real world experience with online classes and studies/ work with educational games.

Students at the Art Institute of Pittsburgh – Online Division, have enjoyed the work so far. Meeting other students and the teacher alone is appealing to them, but seeing their work on a giant floating billboard typically makes them very very happy.

Pushing critique sessions further, we have taken 2D work for shampoo bottles, mapped that to 3D models, and placed those models in a virtual shopping aisle. Our interaction methodology allows for use to bring this material to the student instantly, as opposed to the current wander from location to location approach.

Interactive work for 3D Camera & Lighting offered an interactive exploration of lighting a 3D space from within a 3D space. Currently we are importing levels from the videogame Unreal 3 for a class on Level Design. We'll be able to walk through actual game levels and discuss the principles that guide their design.

Our fundamental challenge is not the technology, we don't use AI, rely on long interactive narratives, or push realism. Our issue is that most out of the box solutions push the construction of dollhouses and playing dress-up with avatars. While this is fine for most new developers, it also creates challenges for innovators.

Twitter for Subject Leaders

Submitted by Dan Bowen

Broad age range

Adults

Age range

ICT subject leaders

Applications used

Social networking, Twitter

Description

Use twitter as a tool to engage ICT secondary subject leaders. Use hashtags to link to the specific course and get staff to tweet during the meetings. These are then displayed using visible tweets website http://visibletweets.com/ or other relevant sites. We used Twitter to highlight the technology to subject leaders. It was used to evaluate the subject leaders' meeting and the technology and process of using it dynamically in the meeting. The tweets were then shown using the http:// visibletweets.com website for reflection during breaks and other slots. This was used to highlight practically how this could be used within the classroom.

What challenges had to be overcome?

Shown how to use in subject leaders meetings and when benefit is seen can be used in classroom as voting devices, evaluation forms and ideas...

What would you recommend to others?

Focus the questioning, group work facilitates better Assessment for Learning, twitter accounts need to be set up, comments needs to be acted upon.

Reactions and outcomes

Staff highlighted to me on course evaluation forms how they would try to use twitter in the classroom to evaluate pupil thoughts such as…how did the lesson go…do you understand the topics covered…are there any misconceptions. It was noted by staff that there are other interesting ways to search for tweets such as by location to extend this further.

Planning Cross-Curricular Lessons Which Use ICT

Submitted by Lorraine Kaye

Broad age range

Adults

Age range

Initial Teacher Training

Applications used

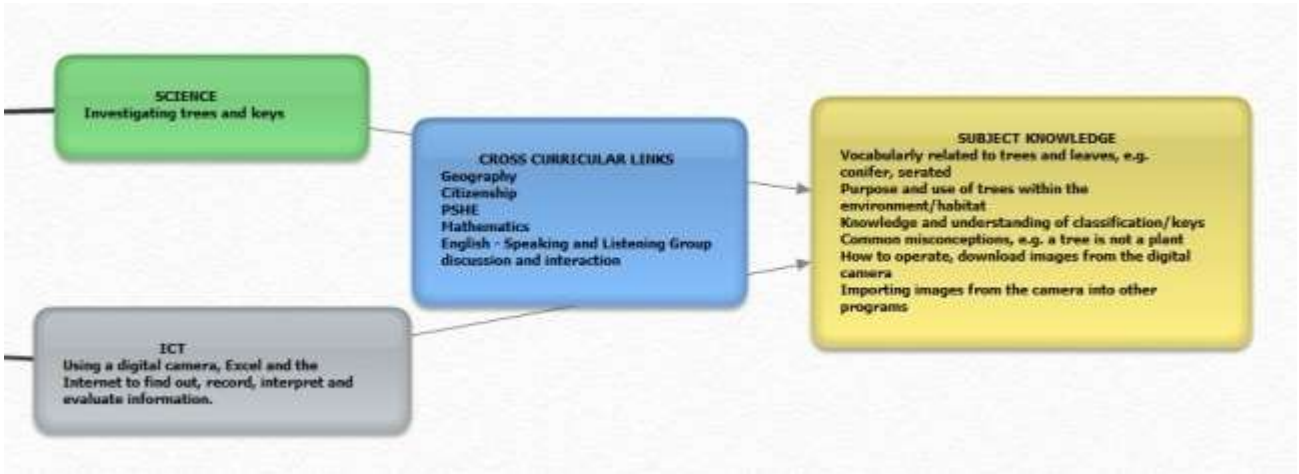
Brainstorming: Bubbl.us

Description

Use of online brainstorming tool (Bubbl.us) with training teachers as part of their ICT assignment to produce cross-curricular lessons using ICT.

Project URL or screenshot

http://bubbl.us/



What challenges had to be overcome?

Allowing time to 'play' and practice the collaboration aspect of Bubbl.us

What would you recommend to others?

The ease of access to student's thoughts and ideas made this invaluable as a teaching resource.

Reactions and outcomes

Some students appreciated the fact that Bubbl.us could be accessed from any pc rather than using software only available in the education computer suite. This was the first time of using mind-mapping software. Some felt this was a good way of organising their lesson's overview and at least one student told me she would use this for planning her other essays/assignments.

One student had incorporated the use of Bubbl.us in one her lessons (KS2 Year 5)for mindmapping research ideas on the Victorians!

One group utilised the collaboration element particularly well - one member of the group put together a template for the assignment to 'share'. This collaboration also enabled me and my fellow ICT lecturer to provide feedback to students on their work and provide support if they had difficulties.

Some found frustrations in that they were unable to access their work even though they had saved it. However, even then, because of its simplicity they did not appear to mind having to enter the information again.

Technologies and the Post-Graduate Certificate of Education

Submitted by Andy Connell

Broad age range

Adults

Age range

PGCE students and partners

Applications used

Podcast, Video/Video Podcast, Photography, Social networking, Learning Platform/VLE

Description

A range of technologies has been introduced to new PGCE students on day one. Each subject area is taking one technology and using it to become the internal 'experts' who we can all refer to. Development days have been run for schools and lecturers.

What challenges had to be overcome?

Remains to be seen – this is a new project. The benefits above are those anticipated. Web page to be developed.

What would you recommend to others?

You need a very organised introductory session to inspire participants.

Transitioning to a "3e Learning Space"

Submitted by Sandra Bassendowski

Broad age range
Adults

Age range
Postsecondary Teaching and Learning

Applications used
Podcast, Video/Video Podcast, Wiki, national online portal (NurseONE)

Description
This project describes a change in teaching and learning spaces that involves e-learning, e-nvironmentally friendly strategies (paperless), and e-xperiential assignments. These three concepts intertwine to support student learning about course objectives.

The move to a paperless classroom involved the use a national nursing portal for required resources, the development of assignments that incorporated Web 2.0 tools such as wikis, podcasts, videos, and virtual worlds, and the creation of in-class projects that had applicability to the practice environment. For example, for one of the assignments, students chose a topic to research and then delivered the research results to the other members of the class through a Web tool of their choice.

Project URL or screenshot
http://www.nurseone.ca

What challenges had to be overcome?
Students have the choice of using a variety of Web 2.0 tools to deliver their assignments to the other students in the class. As the educator, I struggled as to how to fairly assess the content and the use of the tools used for the assignment. I have designed an electronic marking tool that I share with students prior to their assignments and that has helped to clarify marking criteria.

What would you recommend to others?
I believe I can still strengthen the 3e" learning space to enhance student learning and my teaching. I plan to develop a template for "concept capture" that students can view/use prior to coming to the face-to-face class time. Also, I want to enhance the electronic marking tool.

Reactions and outcomes
Students were very innovative in the completion of this assignment and informal feedback from the students was very positive about the assignment.

Web 2.0 and Professional Development
Submitted by Bruce Nightingale

Broad age range
Adults

Age range
Pre-service teachers

Applications used

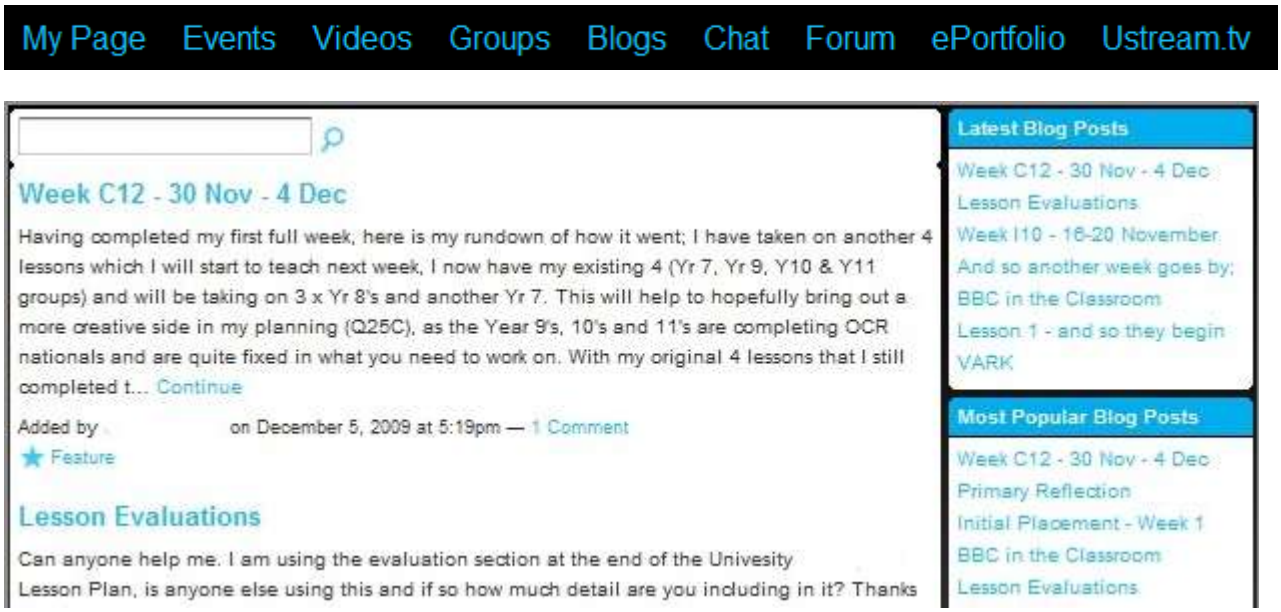
Social networking

Description

The case study explores trainee teachers' use of a social networking site, Ning, adopted in order to support the development of the trainees' professional identity as a teacher.

Project URL or screenshot

http://ntupgce.ning.com



What challenges had to be overcome?

A central component of the project is to provide additional opportunities for learning through the development of a community of practice situated in an environment conducive to being adopted by a 'digital native'. Some trainees still need to be convinced of the benefits of a 'Community of Practice' approach. Better understanding of why these trainees are reluctant contributors is needed; although many appear to be passive participants valuing the contributions of others.

What would you recommend to others?

Trainees' learning is strongly affected by the nature of the assessment they are faced with, and their perception of the validity of it. Rather than writing a sizeable end-of-term assignment, trainees are required to build up their assignment through a series of patchwork texts using Ning.

In most cases students work progressively. They are thus able to reflect, refocus and develop their skills, style and argument with greater clarity.

Course tutors are better able to gauge the trainees' progress and encourage a clearly articulated development.

Towards the end of the placement the trainees pull together their pieces of writing in a revised and edited form to which they can add a reflexive commentary.

Reactions and outcomes

See screenshot above for examples of the facilities in use.

Student engagement has varied from the visibly proactive trainees, occasional bloggers to the 'only if I really have to variety' – roughly 20:30:50 percent. I use Google Analytics to track engagment and I'm finding that page impressions are quite high, suggesting that trainees value the comments of other trainees even where they're not contributing themselves. They read but don't write. The intention is that students use the blog as a way of communicating their reflections on critical incidents arising from teaching practice – principally reflecting on lessons at this stage.

We are finding that schools' firewalls block social network sites, including ning. This impacts on when/where trainees reflect. In adopting ning we are attempting to 'harness technology' to support our own learning and teaching with a view to recognizing that the skills and knowledge will enable them as individuals to lead on projects similar to the fabulous 'Flat Classrooms Project' – which was included in the first edition of this book.

As the trainees start to share their reflections they become more aware of participating in a 'community of practice' when fellow trainees comment and share their insights. The seeding of such conservations helps to develop trainees' 'professional voice' as opposed to the more socially relaxed relaxed style of dialogue they reserve for Facebook etc.

The last of the three University subject assignments that the trainees complete is a review on the value of reflection for personal development. Trainees are learning to analyse their reflections against a rubric that I'm using to gauge from their own writing how their practice is evolving from basic observations into a more dialogic, transformative variety of commentary. Their blog posts are 'stitched together' like patches to form a narrative describing their personal experiences.

It is not compulsory to use Ning. I am interested in understanding how we can implement web 2.0 technologies in the classroom in meaningful ways. Trainee ICT teachers are finding that their enthusiasm to innovate is often limited by the schools' ICT infrastructure and misguided e-safety arguments. By sharing practice, and your book is great for this, it opens up discussions about existing practice for others to emulate and surpass!

Resources and Products

Project Cornucopia

Submitted by Jennifer Wagner

Broad age range

Early years

Age range

Pre-K - 6th

Applications used

Wiki, Presentation

Description

Jenuinetech.com hosts a variety of projects throughout the year. Most projects provide creative ways of teaching math, language, history, art, and science in your classroom. Projects usually run between 2 and 4 weeks.

Project URL or screenshot

http://www.jenuinetech.com

What challenges had to be overcome?

Jenuinetech.com projects takes lessons you are already teaching in your classrooms – such as measurement, averaging, tallying, mapping, etc – and puts a fun spin on them with unique, fun, very engaging projects.

What would you recommend to others?

Come join in the fun. Registration is **not** necessary but it allows me to send updates, new ideas, and answer your questions more effectively. You, as the teacher, always decide how involved you wish to be with the projects. You are also invited to join http://projectsbyjen.ning.com/ which allows classrooms to collaborate with other classrooms participating in projects.

Reactions and outcomes

Look here for teachers' comments.

Primary School Teaching

Submitted by John McLear

Broad age range

Adults

Age range

Teachers

Applications used

Social networking, Resource sharing

Description
Primary School Teaching is a social networking and resource-sharing site made exclusively for Primary School Teachers.

Project URL or screenshot
http://primaryschoolteaching.co.uk

What challenges had to be overcome?
Teachers didn't want to share initially but we encouraged them by empowering them and creating a community where sharing is promoted.

Communities of Practice for Local Government
Submitted by Marilyn Leask

Broad age range
Adults

Age range
Professionals

Applications used
Professional networking across a major public sector using web 2.0

Description
The communities of practice for local government initiative http://www.communities.idea.gov.uk/ was established to support knowledge sharing and development in the local government sector. As Head of Knowledge and Learning at the IDEA I was responsible for it.

Project URL or screenshot
http://www.communities.idea.gov.uk/

What challenges had to be overcome?
The lack of understanding of those who hold purse strings of the opportunities and benefits is as ever a major challenge.

What would you recommend to others?
A national network in education, allowing people to find others like themselves to share and build knowledge would make a big difference to job satisfaction and the knowledge base of the profession.

The Hitchhikers Guide to Web 2.0
Submitted by Malcolm Roberts and Bob Bottomley

Broad age range
Adults

Age range
Teachers

Applications used
Wiki

Description
This is a wiki that is a collection of links to Web 2.0 tools to support the integration of ICT in the classroom. It was initially the basis of a workshop held at the Ulearn 09 conference in NZ. It is hoped that teachers will join and add resources.

Project URL or screenshot
http://hitchhikerweb2.wikispaces.com/

What challenges had to be overcome?
The internet is here and it is now an integral part of our lives. People just need to get over it and start using the internet to its potential. The good outweighs the bad. Schools need to teach information literacy and the internet road rules to students.

What would you recommend to others?
Our whole school system is outdated and needs to change radically. I have seen some new innovative schools in NZ where they have started from scratch and produced some fantastic collaborative digital learning environments.

Reactions and outcomes
The Hitchikers' Guide to Web 2.0 Wiki that Bob and I have created is continually evolving, we use it as a base for conference presentations in New Zealand. Comments from teachers at the conference was very positive, particularly from teachers who are new to Web 2.0 applications in the classroom.

Primary Blogger
Submitted by John McLear

Broad age range
Primary

Age range
5-11 years

Applications used
Blog

Description
Primary Blogger is a safe, free & ad-free hosted blog service for Primary Schools.

Project URL or screenshot
http://primaryblogger.co.uk/

Additional information

John also provides the following free services:

http://primarygamesarena.com, which he describes as "The largest collection of curriculum games in the universe."

http://primaryemail.co.uk, which gradually introduces pupils in year 3 to email in a safe environment with games.

Safesearch/Primary School ICT: Internet searches are filtered and appropriate content is displayed more often than a standard internet search. There are no ads. The only web 2.0 aspect of Primary School ICT is how the users control what is displayed on the screen. By PEOPLE clicking links, pages become more popular and are therefore displayed more frequently to other users.

Development of Learning Platforms across the Curriculum

Submitted by Jim Fanning

Broad age range

Secondary

Age range

14-16 years

Applications used

Learning Platform/VLE

Description

Tideway School piloted the use of http://www.think.com in 2002-2003; purchased a commercial platform in 2003 (Fronter); then adopted a new platform (UniServity) in 2008 (this was the Local Authority-preferred solution). The website presents a range of case studies.

In the student voice area pupils had rights to create their own forums, wikis etc. It's the same in some lesson areas e.g. in History, for specific lessons, pupils an create their own content. Some of our Year 10/11 pupils who are trainers have full editor rights e.g. 3 pupils have been supporting the local authority in creating an online survey that will be used in schools across the county.

Project URL or screenshot

http://www.learningplatforms.info

What challenges had to be overcome?

Providing sufficient and appropriate support to teachers as they implement the learning platform has been an ongoing concern.

What would you recommend to others?

In 2008-09 Tideway trained a group of KS4 students to support teaching staff and act as teacher-trainers.

Reactions and outcomes

Tideway surveys pupil perceptions and use of the learning platform in a number of ways, including online surveys and small group interviews. Whilst the online data reveals general acceptance of the platform, with a lot of use in some key subject areas, it's the interviews that open up a deeper understanding of why and how pupils access and use the technology.

On the plus side:

- "It's easy to find information that I might have missed in class".
- "I was doing coursework the other night and paniced because I thought I had lost a file, then I found it on the lesson area on the platform".
- "It was great for revision. All of the lessons were there online and I could go back through the areas I needed to revise most."
- "When our new school opened we discussed the kind of changes we would like to see in lessons and posted them on a forum for the Headteacher to read."
- "I was being bullied online. One of the Year 11 pupils had set up a support room on the platform and I used this."
- "When I was revising for my exams my teacher set up a forum where we could ask questions. This helped me a lot."
- "I liked the fact that I had done some good work and my teacher posted it on the platform for everyone else to look at."

And what needs to be improved:

- "Why do some subject areas just scan pages from textbooks and put them on the platform? They are difficult to read on the screen when they were downloaded and it's a pretty pointless exercise when they could have simply given us the books."
- "I get distracted using the platform. It's too easy being in the middle of a piece of work and getting a message from a friend, replying to it, then looking at the web page they have told you about, etc."
- "It's easier doing something's in an exercise book. Teachers shouldn't insist we use the platform just because it's there".
- "I'm not very good at typing on the computer and so find the platform difficult to use."
- "The platform seems to crash during the evening sometimes, which makes me wary using it."
- "I like the support I get straight away from a teacher in the classroom. If I am using the platform after school that support just is not there."
- "My teacher posts files in Word or PowerPoint. I don't have these on my home PC."

The Educational Technology Guy

Submitted by David Andrade

Broad age range

Secondary

Age range

16-18 years

Applications used

Blog

Description

In this blog, I talk about educational technology, educational theory, educational pedagogy, and other topics related to these. I teach Physics and EMS classes, so sometimes I'll talk about those specific areas. I'll also discuss 21st Century Skills.

My site is used mainly by other educators to find free technology resources and how to use them in the classroom. The site also has information and tips on 21st century skills and learning and project-based learning. There is also quite a bit of information and resources for students. I have over 50 Web 2.0 resources listed that are for students to use.

Project URL or screenshot

http://educationaltechnologyguy.blogspot.com/

INGOTS

Submitted by Ian Lynch

Broad age range

All

Age range

Age independent

Applications used

Blog, Social networking, Learning Platform/VLE

Description

Free e-portfolios and blogs to support Ofqual-accredited ICT qualifications or just for anyone that wants free hosted space for their work. An example of encouragement of use of Web 2.0 for assessment and recording purposes. Learners blog their project work as part of the assessment process

Project URL or screenshot

http://theingots.org/community/blog

What challenges had to be overcome?

Traditional school ethos, Concerns over child safety, Concern over student behaviour, eg language, bullying, Concern over disagreements in public, In practice concerns tend to be exaggerated based on experience

What would you recommend to others?

Get going and once the ship is under way start steering it so that standards can be raised and efficiency improved.

Reactions and outcomes

http://theingots.org/community/node/8098

This is the URL of a typical student blog.

With the new ITQ INGOT we are planning more structured support for student blogging as it became clear quite quickly that what seems like fairly obvious and trivial skills and knowledge to practiced Web 2.0 people is not so for most of the population.

Teachable

Submitted by Edward Upton

Broad age range

Adult

Age range

Of users: Adult; of materials: 7-18 years

Applications used

Social bookmarking, Social networking

Description

Teachable is a resource-sharing initiative for teachers, that aims to gather a wide selection of teacher-produced learning resources by paying teachers royalties for their best files. Other teachers peer review the material, and can follow contributors.

Project URL or screenshot

http://www.teachable.net/

What challenges had to be overcome?

Traditional school ethos, Concern over disagreements in public

What would you recommend to others?

Have a go contributing to Teachable and see how it can work for you.

eFolio in the UK

Submitted by Ray Tolley

Broad age range

All

Age range

Age independent

Applications used

e-Portfolio

Description

eFolio, unlike other e-Portfolio solutions, is 'school friendly'. It removes the complications of setting up out of the hands of pupils, teachers or technicians. Furthermore, most significantly, it is designed to be an e-safe solution.

Project URL or screenshot

http://www.efoliointheuk.blogspot.com/

What challenges had to be overcome?

Traditional school ethos, Concern over standards, Concerns over child safety, Concern over student behaviour, eg language, bullying, Concern over advertising.

What would you recommend to others?

For teachers and parents alike, free group trials are available. For further thinking around the subject of e-Portfolios, take a look at the eFolio blog at: http://www.efoliointheuk.blogspot.com.

Remember...

If you found this book useful, please pass it on to others, or direct them to:

http://www.ictineducation.org/web2

where they can get it for themselves!

Terry Freedman
March 2010