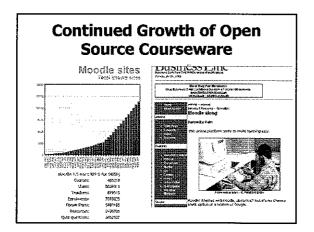
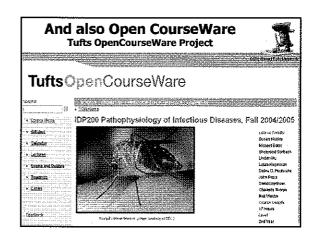
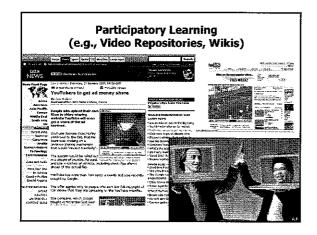


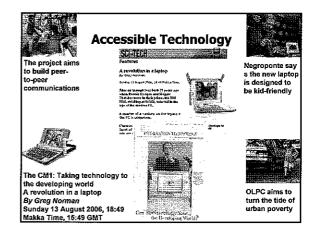
#### Still More News... Chronicle of Higher Ed: January 26, 2007

- Scholarpedia opens—must be invited to write or elected by the public
  - (after Citizendium by Larry Sanger)
- Deathswitch for \$19.95/year—to send email messages from the grave (sends message every 2 weeks to see if still alive and if no response, goes into worry mode)
- MTVU buys RateMyProfessors.com



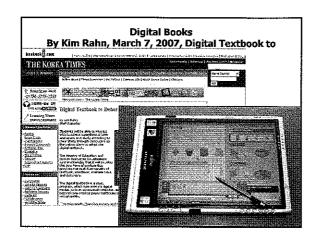


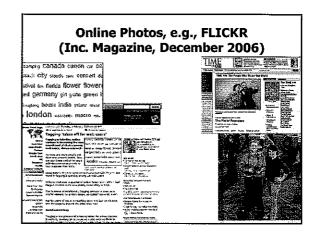


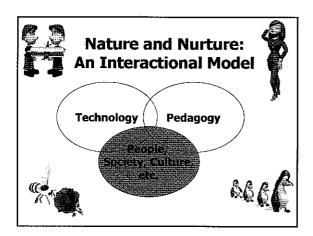


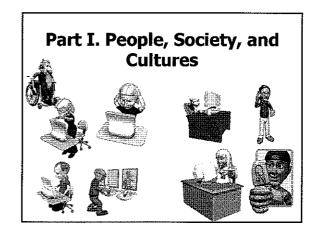


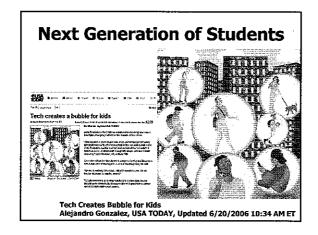


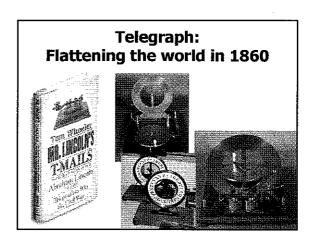


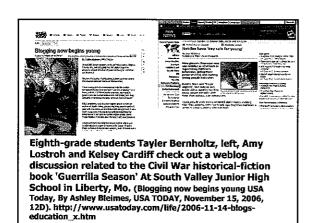


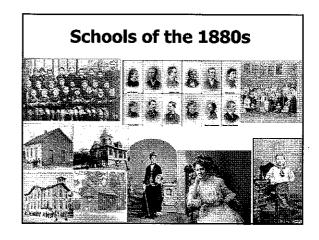


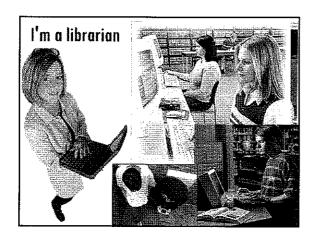


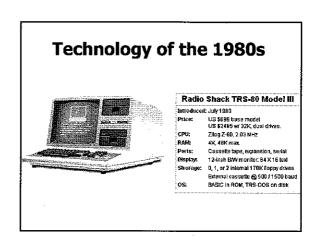


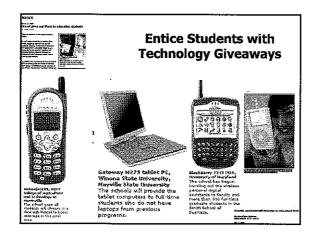








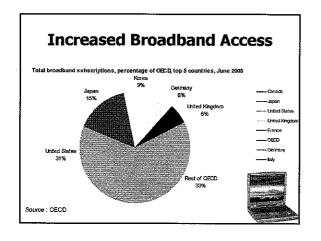




# Effects of interactive multimedia in distance learning

Giti Javidi and Ehsan Sheybani, 2004, In Proceedings of the IASTED International Conference WEB-BASED EDUCATION

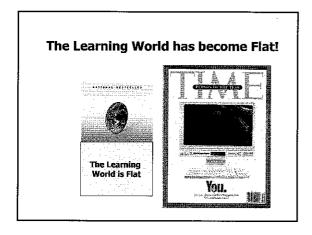
"The advancement in technology is shaping every aspect of our life, including education. One decade ago, the Internet was not critical to education. However, now, it has become an integral part of learning process. Internet technology is having a dramatic effect on colleges and universities, producing what may be the most challenging period in the history of higher education."

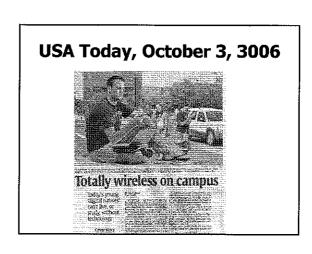


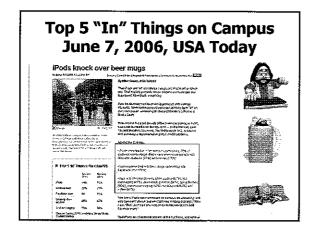
# Singapore and Taipei

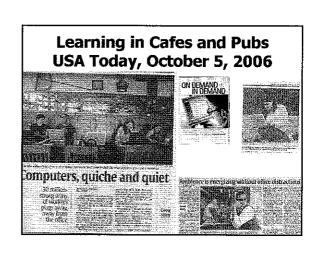
(Intel Press Release, 2006)

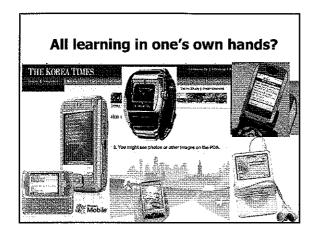
- Singapore, the island city-state in Southeast Asia, is about to complete a major new public/private project that will see large chunks of the 270 square mile city provided with Wi-Fi access by the end of 2008. The entire city, indoors and out, is due to be covered by 2015.
- In the coldest capital in Canada, the city residents
  of Iqaluit (pop. 6,000) enjoy free wireless from
  one free hotspot (with two more due soon to
  cover the suburbs), while Taipei, Taiwan
  (pop. 2.6 million) has a few more—over
  4,000 hotspots that provide coverage
  for 90 percent of the city.

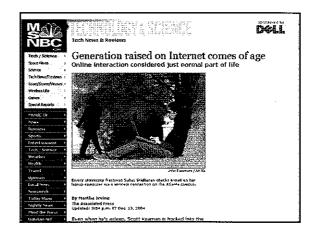


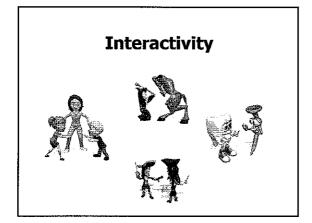






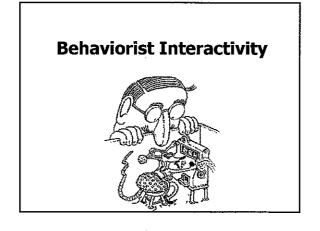


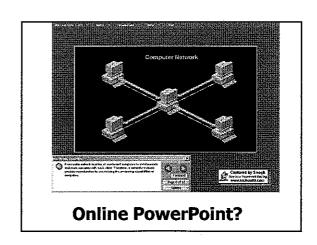




## **Simulation: Boomer**

- Life experienced at a slower pace promotes an expectation of "it's ok to wait." Learning experienced from an early age as lecture with drill and practice without stimulation/response. Gaming as part of a learning context may be considered less effective because it is less "serious" and in some cases can be distracting.
- Older people prefer less interaction than younger people in distance education (Kearsley, 1995).





## Simulation: Xer

 Conditioned to expect immediate gratification (they grew up with drive-through fast food, remote controls, automatic teller machines and microwave ovens), and an expectation that learning should be stimulating and fun (Sesame Street). Generation Xers crave stimulation and expect immediate answers and feedback.

## Simulation: Xer

 Genxers have a rapid-fire information consumption capability. Rushkoff argues that many of the things for which this generation is maligned, such as short attention spans and lack of ability to concentrate on a single task at once are not problems but actually brilliant coping mechanisms for a world overloaded with information.

## Simulation: Xer

 "The skill to be valued in the twentyfirst century is not the length of attention span, but the ability to multitask - to do many things well at once.... [and] the ability to process visual information very rapidly." (Rushkoff, 1996:50) A Different Generation??? Multitasking...
"YOUNG AND WIRED," Katherine Seligman, San Fran
Chronicle, Sunday, May 14, 2006



Gloria Kwan listens to her iPod while text messaging a friend who's in class. Chronicle photo by Mike Kepka

# **Bonk's Addiction Q'er**

- 1. Who has 2 or more cell phones with Internet access?
- 2. Who has 2 or more laptop computers with wireless connections?
- 3. Who is on email in the morning? At noon? Who does it at night?
- 4. Who suffers from nervous tension when you cannot get on email?
- 5. Who is on the Web right now?

"YOUNG AND WIRED, Computers, cell phones, video games, blogs, text messages -- how will the sheer amount of time spent plugged in affect our kids?" Katherine Seligman, San Fran Chronicle, Sunday, May 14, 2006



Harker student Stephanie LII (wearing a faise nametag), during language class, recording her voice in Spanish for the teacher to evaluate later. Chronicle photo by Mike Kepka







#### Yahoo News Love me, love my blog," as Netorati couple-surf BY SARA LEDWITH Thu Aug 3, 8:30 AM ET

- Nick Currie and his girlfriend Shizu Yuasa (R) surf the internet over breakfast in Tokyo in this handout photo. As the Internet evolves -- with its webcams, iPods, Instant Messaging, broadband, wi-fi and weblogs -- its image as a relationshipwrecker is changing. Now a sociable habit is emerging among the Netorati: couple-surfing. (Nick Currie/Handout/Reuters)
- "For my birthday, he upgraded my RAM and I thought it was incredibly romantic," writes Jess.

## **Learner Control: Boomer**

 The traditional instructor-focus is what is expected. The instructor determines what is important to learn and how it should be learned. Consistency and control are maintained with the "tell me, tell me, tell me" approach.

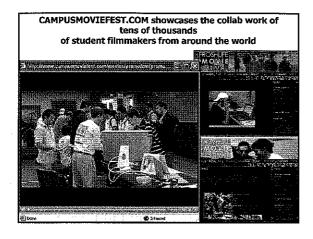
## **Learner Control: Xer**

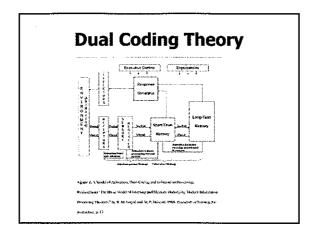
- Xers expect a range of options, in terms of what they learn and how they learn it.
   They require autonomy and flexibility for their own learning. They demand a variety of instructional methods from which they can choose to learn, e.g., videotapes, selfpaced modules, interactive CDs.
  - "Online gives me something to do when I'm bored with the professor."
  - "I respect myself more as a selfteacher."
    - Dziuban, Moskal, & Hartman (2005)

## **Neomillenial Learning Styles**

Planning for Neomillennial Learning Styles: Implications for Investments in Technology and Faculty Chris Dede, H*arvard University, Educause, 2005* 

- Fluency in multiple media--value all types of communication, activities, experiences, not a single best medium
- Actively seek, collect, and synthesize experiences, rather than absorb a single best source
- Active learning and collective reflection
- Non-linear and associated webs of learning
- Co-design of learning experiences for individual needs and preferences not precustomized





# The promise of multimedia learning: Using the same instructional design methods across different media Richard E. Mayer, Learning and Instruction, 13 (2003) 125-139. MULTURED 4 SENSORY WORKELING STREET ST

# **Verbal and Visual Systems**

 The verbal system specializes in processing and storing linguistic information (words, sentences, etc.,).
 Information is stored in discrete, sequential units. In contrast, the visual system specializes in processing and storing image or 'picture-like' representations.

The promise of multimedia learning: Using the same instructional design methods across different media
Richard E. Mayer, Learning and Instruction, 13 (2003) 125-139.

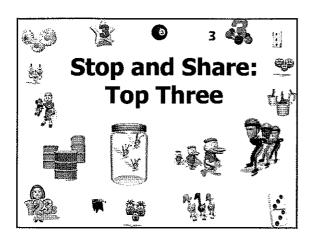
A review of research on the design of multimedia explanations:

- (a) a multimedia effect: in which students learn more deeply from words and pictures than from words alone—in both book-based and computer-based environments,
- (b) a coherence effect: in which students learn more deeply when extraneous material is excluded rather than included—in both book-based and computer-based environments,

The promise of multimedia learning: using the same instructional design methods across different media

Richard E. Mayer, Learning and Instruction, 13 (2003) 125-139.

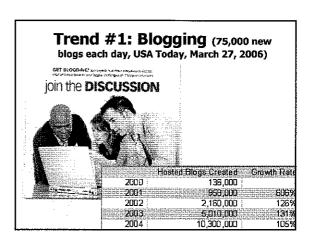
- (c) a spatial contiguity effect: in which students learn more deeply when printed words are placed near rather than far from corresponding pictures—in both book-based and computer-based environments, and
- (d) a personalization effect: in which students learn more deeply when words are presented in conversational rather than formal style—both in computerbased environments containing spoken words and those using printed words.

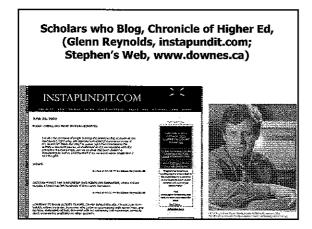




# (1) Blogs, (2) Wikis, and (3) Podcasts

- Definitions
- Leading Figures
- Instructional Ideas
- Research, Data, and Other Examples





# **Stephen Downes (2004)**

"A blog...is and has always been more than the online equivalent of a personal journal...But a blog is also characterized by its reflection of a personal style, and this style may be reflected in either the writing or the selection of links passed along to readers. Blogs are, in their purest form, the core of what has come to be called *personal publishing*. (p. 18)."

## Not Just an American Phenomenon



Tuesday » Octobr 10 = 200

China says number of blogs tops 34 million with 55 million regular readers

Canadian Pres

Tuesday, September 26, 2006

BEDING (AP) - The number of blogs in China has topped 34 million, more than 30 times as many as the country had four years ago, news reports said Tuesday.

Some 17.5 million people in China consider themselves Web log writers, while 55 million regularly read them, newspapers and the Xinhua News Agency said, diting a report by the government's China Internet Network Information Centro.

Web logs are trugely popular in China, where the povernment controls all media and the Informet offers most people the only public forum for expressing opinions Most blogs deal with pop culture, travel, family matters and other nonpolitical subjects.

# **Educational use of Blogs**

#### For instructors

- Professional practice
- Networking and knowledge sharing
- Course management tool
- **=** ....

#### For students

- Reflections or iournals
- Dialogue with peers
- Group work
- Communicate with instructor
- **\*** ... ...



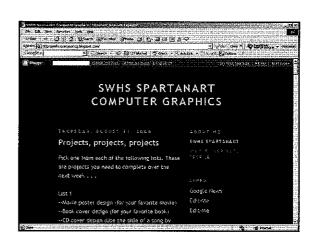
- Libby Nicole Ingrassia, a techie-turned-teacher at KIPP Houston High School, operates a blog called Notesgirl. More and more teachers are going online to talk about their profession, but unlike Ingrassia, who is open about her blog, many keep their identities secret.
- SHARON STEINMANN: HOUSTON CHRONICLE
- Jan. 29, 2007, 1:01PM
   A new school of bloggers
   A growing number of teachers are expressing their views—but most do it anonymously
- By JENNIFER RADCLIFFE Copyright 2007 Houston Chronicle

# **Blogging Questions**

- 1. Who has a blog? Any for a specific class?
- 2. Who regularly reads other people's blogs?
- 3. Who assigns blogging tasks?
- 4. Who has created a video blog?
- 5. Who thinks it is an utter waste of time to blog?

# Use of Weblogs (especially English writing class)

- Instructor or Tutor blog: resources, information, space to chat
- 2. Learner blog: reflections, sharing links and pics, fosters ownership of learning
- 3. Partner blog: work on team projects or activities
- 4. Class blog: international exchanges, projects, PBL
- 5. Revision: review and explode sentences from previous posts, add details
- 6. Nutshell: summarize themes or comments across blogs
- 7. Blog on blog: reflections on feelings, confusions, and experiences with blogs



# **Blogger Software:** You have many choices!

- 1. Blogger: http://www.blogger.com/
- 2. Diaryland: http://www.diaryland.com/
- 3. Live Journal: http://www.sixapart.com/livejournal/
- 4. Movable Type:
  - http://www.sixapart.com/movabletype/
- 5. Pitas: http://www.pitas.com/
- 6. TypePad: http://www.sixapart.com/typepad/pricing
- 7. Xanga: http://www.xanga.com/

## **New Pew Survey Defines Today's Bloggers** Jimmy Moore, July 22, 2006

- Among the different kinds of blogs out there, here is the breakdown:
- Personal life 37 percent (can you say MySpace.com?)
- Political 11 percent
- Entertainment 7 percent
- Sports 6 percent
- News/Current Events 5 percent
- Business 5 percent
- Technology 4 percent Religion/Faith 2 percent
- Health 1 percent

## **Pew Research Group New Pew Survey Defines Today's Bloggers** Jimmy Moore, July 22, 2006

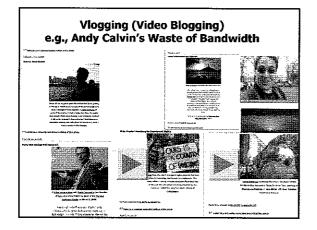
- · Most bloggers are young, 18-30 year olds
- · Most bloggers spend hours on Internet per day
- · Most bloggers share their personal experiences
- · Most bloggers write daily or almost daily
- . Most bloggers LOVE to write and are good at it
- Most bloggers never published their writings b4
- Most bloggers have a full-time job (and it's not blogging!)

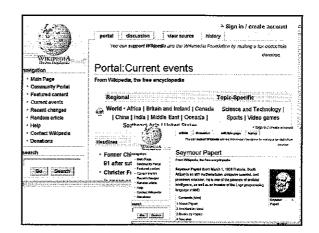


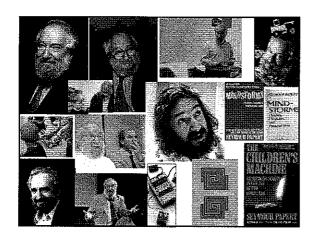
Classrooms go high-tech By Erin Stewart **Deseret Morning News** March 6, 2007

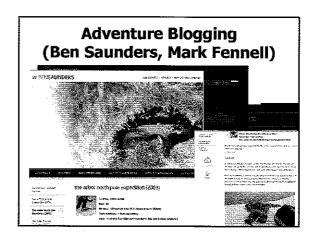


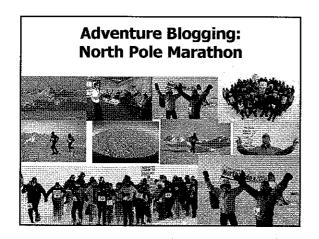
One of Michelle Tanner's deaf students at Gerald Wright Elementary holds an iPod and watches a video of her signing the week's vocabulary words. (Michelle is a a teacher with the Utah Schools for the Deaf and the **Blind at Gerald Wright Elementary)** 

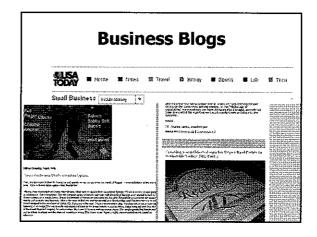


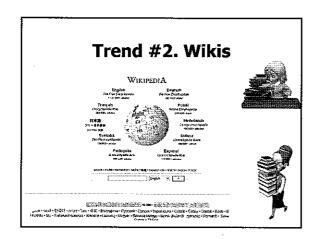


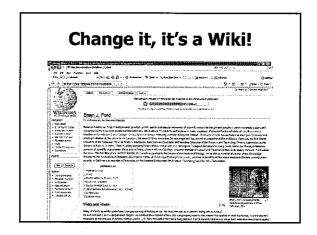


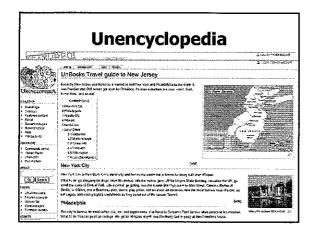












Brandon Hall, Chief Learning Officer Magazine, July 2006

"A wiki is a collection of Web pages that can be easily viewed and modified by anyone, providing a means for sharing learning and collaboration."

# Brandon Hall, Chief Learning Officer Magazine, July 2006

"Wikis can be used to create content on-the-fly, as a repository for information and for archiving group learning. Benefits include speed, simplicity and a sense of ownership among participants."

## For Teachers New to Wikis

- · Wikis are free, online writing spaces.
- Wikis use simple formatting rules, so no HTML understanding required.
- Highly collaborative composing and creativity
- · Authors do not claim ownership
- Published online
- Wikis provide a history and anyone can revisit prior versions of text



# How use in teaching

- 1. Provide space for free writing
- 2. Debate course topics and readings
- 3. Share resources (websites, conferences, writing, etc.)
- 4. Maintain group progress journal
- 5. Require group or class essay
- 6. Have student revise Wikipedia pages
- 7. Write a wikibook



# Wiki Resources/Options

- Wikipedia
- Wikibooks
- Wiktionary
- Wikiversity
- WikispeciesWikiquote
- Wikinews



Contract

orizi Orizi



Wikiesari - Wikipedia Founder Launching a Google Rival







## What is a wiki?

- Ward Cunningham, in 1995
- · The name, wiki, is based on the Hawaiian term wikiwiki, meaning "quick"



. What I Know Is

## Wiki Questions



- 1. Who regularly reads Wikipedia articles just for fun?
- 2. Who regularly reads Wikibooks?
- 3. Who seeks Wikipedia for content?
- 4. Who has edited or written new articles on Wikipedia or Wikibooks?
- 5. Who thinks it is ok for college students to cite from Wikipedia?

## Wiki Software

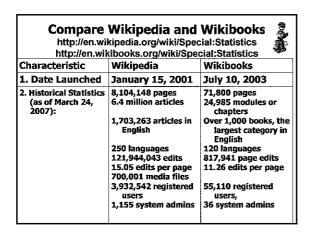
- · Wiki software is a type of collaborative software that runs a Wiki system.
  - Java based: http://sourceforge.net/projects/friki
  - Perl based (Twiki) http://twiki.org/
  - PHP based
  - http://www.qwikiwiki.com/
  - PHP & MySQL http://www.mediawiki.org/

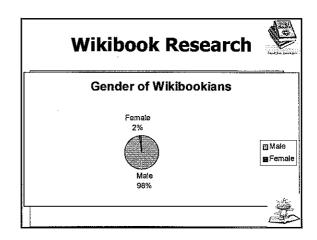
## Wiki farm

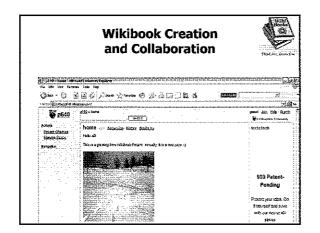
- · A "Wiki farm" refers to a server or a collection of servers that provides wiki hosting, or a group of wikis hosted on such servers.
  - http://www.seedwiki.com/ (public, WYSIWYG)
  - http://pbwiki.com/ (password-protected, text editor)
  - http://www.jot.com/ (password-protected, WYSIWYG)

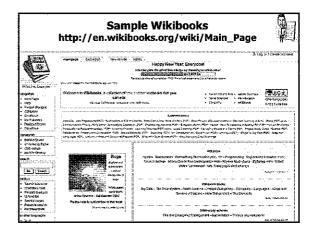
## How to choose?

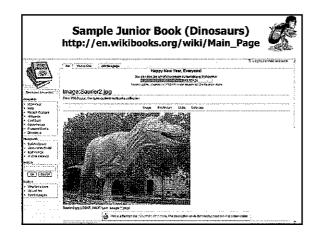
- Source code (Text editors vs. WYSIWYG)
- Access control (password vs. open to public)
- Editing control (various levels of editing controls)
- Free vs. license fee
- RSS awareness
- Advanced features (spell-check, emoticons, blogging, polling, calendar)

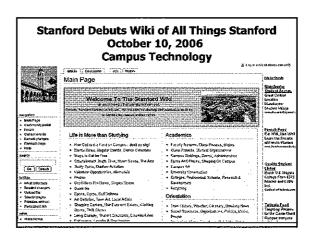


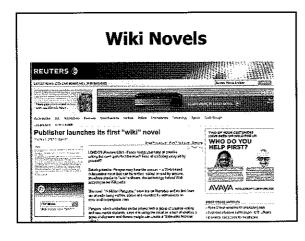






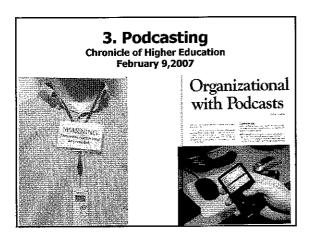


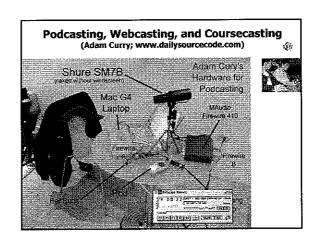




# MIT Launches Center for Collective (Wiki) Intelligence, October 10, 2006 Campus Technology

- MIT opens the doors this week of the MIT Center for Collective Intelligence (CCI), which has set the ambitious goal to understand how to harness the power of large numbers of people connected via the Internet and other technologies to solve a range of business, scientific, and societal problems.
- cCI Director Thomas Malone said the recent successes of "<u>Google</u> and <u>Wikipedia</u> suggest that the time is now ripe for many more such systems." Malone, author of "The Future of Work," said the Center's research will address, "how can people and computers be connected so that collectively they act more intelligently than any individuals, groups, or computers have ever done before?"





## Brandon Hall, Chief Learning Officer Magazine, July 2006

"Podcasts provide a way to distribute an audio or video episode via the Internet for playback at any time on any MP3 device or PC. Podcasts allow training in the form of event capture, new product information, sales tips, orientation, etc. to be delivered on a just-in-time, just-enough basis to anyone anywhere."

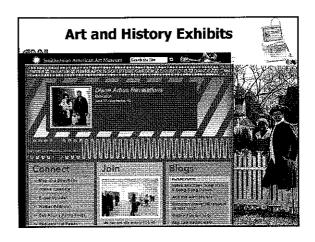
# **Podcast Questions**

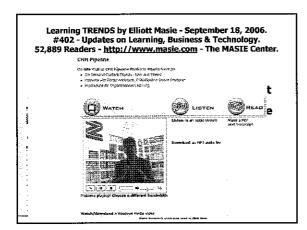
- 1. Who has listened to a podcast?
- 2. Who listens to a certain podcast on a regular basis?
- 3. Who has created a podcast?
- 4. Who has created a vodcast?
- 5. Who thinks podcasting is simply more talking heads?

# Playfuls.com July 15, 2006



• Nielsen/NetRatings announced that 6.6 percent of the U.S. adult online population, or 9.2 million Web users, have recently downloaded an audio podcast. Also 4.0 percent, or 5.6 million Web users, have recently downloaded a <u>video</u> podcast. These figures put the <u>podcasting</u> population on a par with those who publish blogs, 4.8 percent, and online daters, 3.9 percent. However, podcasting is not yet nearly as popular as viewing and paying bills online, 51.6 percent, or online job hunting, 24.6 percent.







## **BobCasts!**



PODCASTING THE WORD OUT. The interdepartmental Podcast Group at Broward Community College (FL) has implemented a specialized program highlighting key technology events and programs at the college. The "bobCasts" are named for Associate Professor of Speech and Communications Robert Buford, who leads the Podcast Group in its larger mission to foster podcasting throughout the multiple campuses of BCC.

# Podcasting and Coursecasting (in schools—kids have power!)

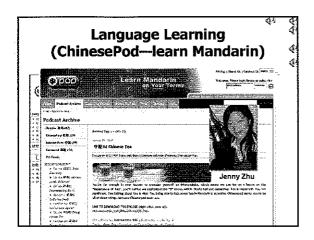
"Just the word 'podcast' scares a lot of teachers away," Ms. Schrock said. "There are a lot of misconceptions."

"All you need is a computer, access to the Internet and a microphone that you can buy at Toys 'R' Us," Mr. Warlick said. "I listen to podcasts on my computer." (NY Times, Jan 25, 2006)



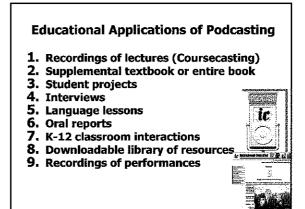












Poll: Which interests you the most?

- a. Podcasts
- b. Wikis
- c. Blogs
- d. All Three!
- e. Do not yet know

