

The Edge-ucators Way

Leveraging Web 2 for Authentic Learning

Requirements for Digital Learning

1. **Online Environment**
2. **Rich Resources**
3. **Digital Learning Pedagogy**
4. **Curriculum Continuum**

1. Online Space

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

2. Rich Resources

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

3. Digital Learning Pedagogy

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

4. Curriculum Continuum

- The Remembered 20%
- Map Skills to Hit 50
- The Students' Half

Online Space and Rich Resources (Web 2.0)

Your Online Space

Review and Consolidation

- Recent experiences?
- Web 2 terminology -
http://upload.wikimedia.org/wikipedia/commons/a/a7/Web_2.0_Map.svg
- Why you need an online space?

Setting up your online space

- Get a Blog: <http://tommarch.com/classportals/2009/05/wordpress/>
- Make a Post: <http://tommarch.com/classportals/2009/05/add-a-post-to-a-blog/>
- Change the theme: <http://en.support.wordpress.com/themes/>
- Comments: <http://en.support.wordpress.com/settings/discussion-settings/>
- Siderbar widgets: <http://en.support.wordpress.com/topic/widgets-sidebars/>
- How-to Videos from Wordpress: <http://wordpress.tv/category/how-to/>

Activities: Rich Resources

Embedding Videos

- Embed YouTube: <http://en.support.wordpress.com/videos/youtube/>
- TubeChop: <http://tubechop.com> (paste embed code as link)
- Embed other videos: <http://en.support.wordpress.com/videos/vodpod/>
- Also: DailyMotion: <http://www.dailymotion.com>
- Google Video: <http://video.google.com/>
- Firefox Easy YouTube downloader

Add Rich Resource Feeds - Pageflakes

- Visit the IWB Page: <http://www.pageflakes.com/tom40/26591174>
- How-to join Pageflakes: <http://tommarch.com/classportals/2009/04/pageflakes/>
- Make a PageCast (video): <http://www.youtube.com/watch?v=DAyfNLngfBs>
- Add as a link on your blog: <http://wordpress.tv/2009/01/05/adding-a-new-link-to-your-sidebar/>

Add Rich Resources – iTunes

- Audio: [ABC's Background Briefing](#), [BBC Documentaries](#), [NYTimes Front Page](#),
- Video: [National Geographic's Dangerous Encounters](#), [Washington Post Video News](#), [The Onion](#)

Add Rich Resources – TEDTalks

- TED – browse: <http://www.ted.com/talks/browse>

Add Rich Resources - Diigo

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

Digital Learning Pedagogy & Curriculum

Look to Learn

- VisionSHIFT Presentation and Whose Future Post: <http://l2l.edge-ucators.com/2009/06/29/whose-future/>
- Sample #2: 1984 - <http://workshop.edge-ucators.com/module-2/l2l-1984/>
- The “Look to Learn” approach: <http://l2l.edge-ucators.com/about-2/>
- Sample Prompts: <http://l2l.edge-ucators.com/sample-prompts/>

Performance Task: Make 3-5 of your Own Look to Learn activity

CEQ•ALL

- **C E Q • A L L** / *Seek all!* slides and discussion
- Presentation, [rationale](#), [rubric](#) (pdf) and [profiles](#) (pdf)

ClassPortals

- What is a ClassPortal? [About](#) (brief) – longer: [Chapter 1](#)
- [ClassPortal versus a class blog](#)
- [Why ClassPortals?](#) (reading)
- Using a Blog as your ClassPortal (create a new blog?)
- Explore Other Web 2 Tools to enrich: [Stixy](#), [TagGalaxy](#), [TypeWith.me](#), [Dipity](#), [Timelines.com](#)



Literature






- Csikszentmihalyi's [Conditions of Flow](#) (chapter) & [Web overview](#)
- Deci & Ryan's [Self-Determination Theory](#)
- [Harvard's Visible Thinking Web site](#)
- Marzano's [Dimensions of Thinking](#)
- Costa's [Habits of Mind](#) summary

Real, Rich & Relevant Learning



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

<h2>Main Tools</h2>	
 <p>mozilla Firefox</p>	<p>Firefox Browser</p> <p>http://www.mozilla.com/firefox/</p> <p>Firefox is the second most used Web browser. In comparison to Internet Explorer it affords benefits in security, consistency in correctly presenting content and “add-ons”. Consider downloading this and exploring add-ons like the Easy YouTube Downloader.</p>
 <p>Highlight and Share the Web!</p>	<p>Diigo</p> <p>http://diigo.com/</p> <p>First there were favourites, then there was Del.icio.us. Now there is Diigo (pronounced “deego”). More than book-marking, Diigo allows for Groups, Discussions, highlighting and comments. A teacher control panel allows for loading classes so students can contribute to shared bookmarks.</p>
 <p>RSS Feeds <i>your page with videos, music, news and more!</i></p>	<p>Pageflakes</p> <p>http://pageflakes.com/</p> <p>Absolutely the best site for gathering together all your interests through RSS (Really Simple Syndication) feeds. Bring together current news, posts from specialty blogs as well as podcasts and YouTube favourites – all on a series of pages you can link to as PageCasts. Use this Heaps!</p>
<p>WORDPRESS</p> 	<p>Wordpress</p> <p>http://wordpress.com/</p> <p>Matt Mullenweg and his growing team continue to go from strength to strength producing the best free online Blog software. Wordpress.com is the flagship online version, but also consider installing your own through a Web host that provides Cpanel and Fantastico.</p>

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

Road Map for Working the Web 2.0

By Tom March

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

Choice
Effort
Quality
Attitude
Labour of Love / Lifelong Learning

CEQ•ALL Self Assessment Guide

	1 - "Playing School"	2 - "Engaging the model"	3 - "Tasting Initiative & Joy"	4 - "Self-initiated lifelong learning"
Choice	Little energy went into choosing what to do. It was more like a "roll of the dice" or "following orders" than making a choice.	Some thought went into choosing what to do, but more personal reflection might have suggested other good alternatives worth considering.	Energy was invested in considering options before choosing what to do. The choice seemed to excite interest and prior learning.	The choice of what to do naturally flowed from previous experiences and long-standing interests.
Effort	Little effort went into the activity. This was more a "going through the motions" or a "get through it" experience.	Some effort was put into the activity, but this might have been inconsistent and occasionally lacking focus or care.	Effort was definitely put into the task. Time, attention and reasonable care are hallmarks of the activity.	The effort invested in the activity shows someone fully engaged in trying to master new learning. Focused attention and ongoing care define the endeavour.
Quality	"Quick and dirty" is probably a better description than "quality." The task probably isn't even completed.	The quality of the work may be below what could be expected for the year level, although aspects do show mastery of new learning.	The level of quality demonstrates achievement at or above expectations for year-level learning.	The quality of the work goes beyond what would normally be expected. Attention to detail, creativity and personal interpretations are evident.
Attitude	Carelessness, apathy, low confidence, compliance or negativity might describe the attitude.	Willingness, cooperation, emerging confidence or inconsistency might characterise the attitude.	Optimism, engagement, confidence and consistency are likely attitudes.	Positive self-confidence and appreciation for others who have contributed are usually evident. "Flow" might have been occasionally experienced.
Labour of Love	Labour? Love?	There may have been moments when learning was a joyous experience.	The nature of the experience could suggest future endeavours that might be enthusiastically pursued.	Such engaged and self-initiated learning describes someone who sees the activity as a joy to pursue and a rewarding pastime.

CEQ•ALL

Choice > Effort > Quality > Attitude > Labor of Love

In an effort to help students in their individual quests to find meaning in their lives and the world, the following process can guide students' self-directed learning:

Choice

For students to take ownership of their education, they must enjoy the opportunity to control the direction of each personal learning experience. With responsibility comes choice – with choice comes responsibility.

Requirements: student-friendly outcomes, accessible “snapshot” database of progress, variety of pathways and outcomes for each unit of work, clear self-assessments & next steps in the journey.

Effort

Once students have been able to find themselves in the learning goals, the next task is to apply themselves. Unless students invest their best efforts in a task, it will not be meaningful. The task is important, but more significant is the student's worth that is validated by the caring and meaning put into what has been chosen to do.

Requirements: culture that emphasises effort and care, not completion. Flexible approach to due dates and project management / workflow. Real world context for performance, audience and feedback. Educational effort to foster “Flow” experiences.

Quality

Once students have been able to find themselves in the learning goals, the next absolute is Quality. Unless students invest their best efforts in a task it will not yield the Joy of Learning. We get out what we put in.

Requirements: culture that emphasises effort and care, not completion. Flexible approach to due dates and project management / workflow. Real world

context for performance, audience and feedback. Educational effort to foster "Flow" experiences.

Attitude

Even after students have a Choice in their work and complete the activity in a Quality manner, the effort has been misspent unless a positive attitude is part of the outcome. The Joy of Learning is a direct product of personal expressions (Choice) and best efforts (Quality). If the attitude isn't right, the Choice and Quality weren't honest.

Requirements: Nurture a culture of joyous learning. Educators share their experiences and honour those cultivated by students. Expect a flowering of diversity of interests and self-directed expertise. Develop a wiki/knowledgebase/online community to capture and showcase this achievement.

Labor of Love

Ultimately, happy and productive people are self-initiated. They get curious and engage themselves in the world and are a benefit to it when they make their contributions.

Requirements: Develop collaborations and connections to real world colleagues to sustain ongoing efforts. Look for work experience opportunities / internships and apprenticeships. Processes must be developed to protect children while also empowering them. Link learners' interests with successful post-secondary experiences.