

Inquiry Learning in a Web 2.0 World



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Most powerful learning tools

Questions

And the process
to uncover
answers

Problems

and the inventing
of possible
solutions



CONNECTED Learning

EQUITABLE, SOCIAL, AND PARTICIPATORY

Connected learning is a model of learning that holds out the possibility of reimagining the experience of education in the information age. It draws on the power of today's technology to fuse young people's interests, friendships, and academic achievement through experiences laced with hands-on production, shared purpose, and open networks.

PRODUCTION CENTERED

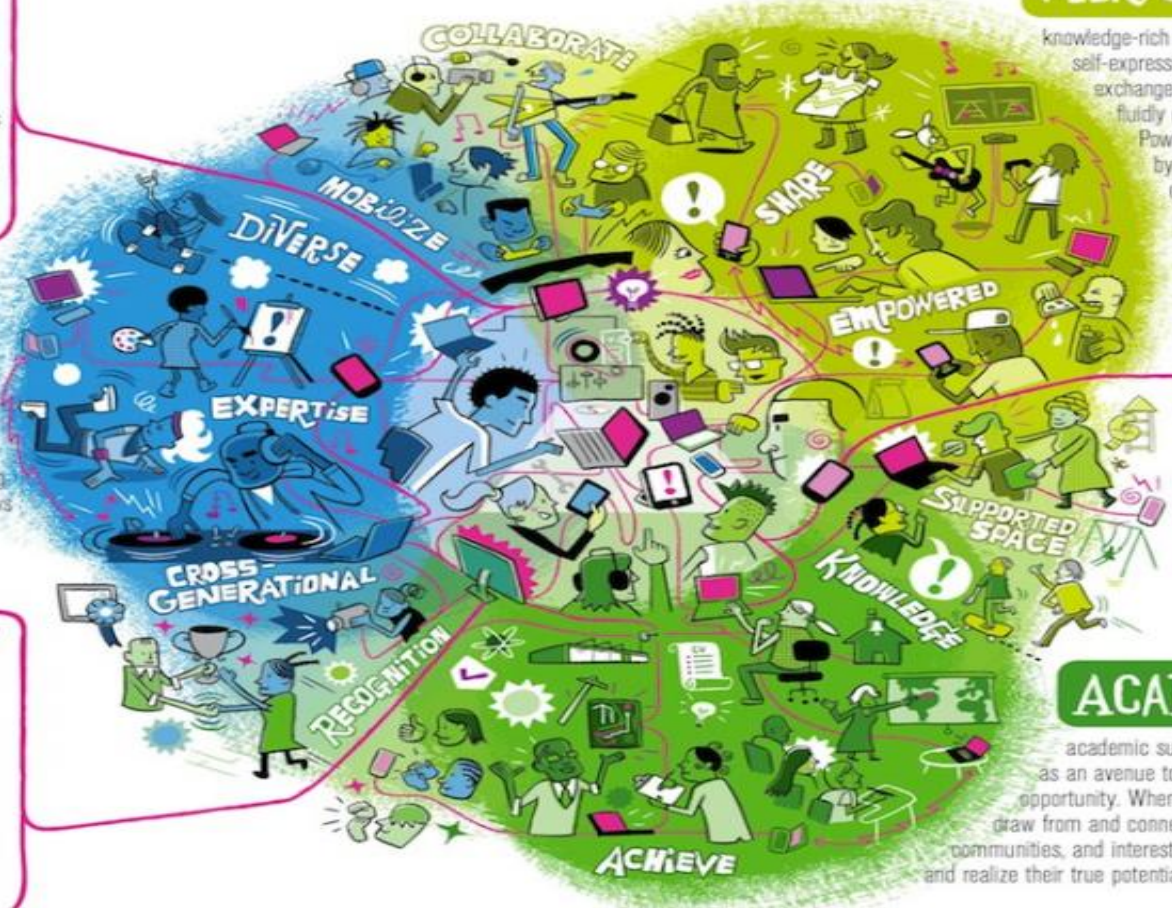
Connected learning prizes the learning that comes from **actively producing, creating, experimenting, and designing**, because it promotes skills and dispositions for lifelong learning, and for making meaningful contributions to today's rapidly changing work and social conditions.

INTERESTS

Interests foster the drive to gain knowledge and expertise. Research has repeatedly shown that when the topic is personally interesting and relevant, learners achieve much higher-order learning outcomes. Connected learning views interests and passions that are developed in a social context as essential elements.

SHARED PURPOSE

Today's social media and web-based communities provide unprecedented opportunities for caring adults, teachers, parents, learners, and their peers to share interests and contribute to a common purpose. The potential of **cross-generational learning and connection** unfolds when centered on common goals.



PEER CULTURE

Connected learning thrives in a socially meaningful and knowledge-rich ecology of ongoing participation, self-expression, and recognition. In their everyday exchanges with peers and friends, young people fluidly contribute, share and give feedback. Powered with possibilities made available by today's social media, this peer culture can produce learning that's engaging and powerful.

OPENLY NETWORKED

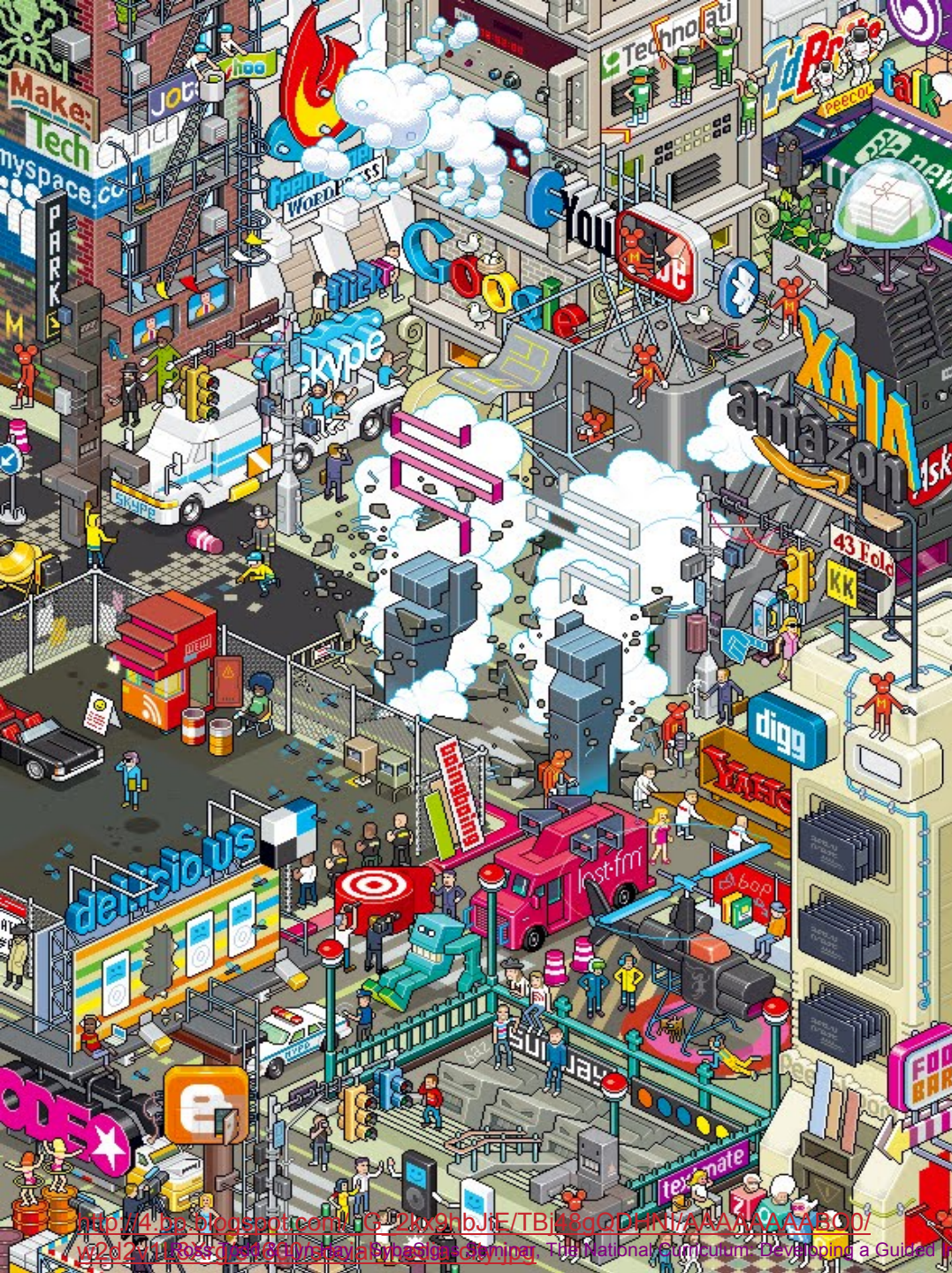
Connected learning environments **link learning in school, home, and community**, because learners achieve best when their learning is reinforced and supported in multiple settings. Online platforms can make learning resources abundant, accessible, and visible across all learner settings.

ACADEMIC

Connected learning recognizes the importance of academic success for intellectual growth and as an avenue towards economic and political opportunity. When academic studies and institutions draw from and connect to young people's peer culture, communities, and interest-driven pursuits, learners flourish and realize their true potential.

ACTIVE RELEVANT REAL-WORLD EFFECTIVE HANDS-ON
 NETWORKED INNOVATIVE PERSONAL TRANSFORMATIVE

XPLANATIONS ©2012 Debra Group



Navigating the Web 2.0 landscape



Consider these your Web 2.0 supermarket
WEB 2.0 PORTAL SITES

Centre for Learning & Performance Technologies

Centre for Learning & Performance Technologies

C4LPT

Latest news

Voting for the **Top 100 Tools for Learning 2013** now open.

- About C4LPT
- About Jane Hart
- Jane's Blog
- Contact Jane
- Advertise on C4LPT



The Centre for Learning & Performance Technologies (C4LPT) was founded by **Jane Hart**. At the Learning Awards 2013, the Learning & Performance Institute presented Jane with the Colin Corder Award for Outstanding Contribution to Learning.

Tools Sections

- Directory of Learning & Performance Tools
- TOP 100 TOOLS FOR LEARNING
- A Practical Guide to the Top 100 Tools for Learning

Directory of Learning & Performance Tools

Over 2,000 tools for learning and working in education and the workplace

Instructional Tools

Tools for creating, delivering, managing and/or tracking learning and/or providing a formal social learning environment.

- [Course Authoring Tools](#) **80+**
- [Testing, Quizzing and Other Interactive Tools](#) **60+**
- [Course/Learning Management Systems & Learning Platforms](#) **150+**
- [Tools for the Social Classroom \(for ages 5-18\)](#) **20**

Social and Collaboration Spaces

These platforms include public social networks, tools to create private collaborative spaces for groups or communities

- [Public social networks & micro-sharing platforms](#) **20**
- [Group, project, team, community and enterprise platforms](#) **100+**

Twitter apps

These tools include a range of useful Twitter applications

- [Twitter Apps](#) **100+**

Web meeting, conferencing and virtual world tools

Tools for delivering live meetings, screen sharing and virtual worlds

- [Web meeting, webinar & virtual classroom tools](#) **40**
- [Screen sharing tools](#) **16**
- [Webcasting tools](#) **7**
- [Virtual world tools](#) **8**

Document, Presentation and Spreadsheet Tools

Tools to create, host and share documents, PDFs, e-Books, presentations and spreadsheets


- [Document creation & hosting tools](#) **60+**
- [Presentation creation & hosting tools](#) **70+**
- [PDF tools](#) **40+**
- [3D \(page turning\) tools](#) **12**
- [Spreadsheet tools](#) **10**

Blogging, Web and Wiki Tools

Tools to create blogs, web pages/sites and wikis as well as provide interactivity on those sites

50+ Personal Productivity Tools

This is a page of the [DIRECTORY OF LEARNING & PERFORMANCE TOOLS](#)
Want to add a tool to this page, email Jane.Hart@c4lpt.co.uk

KEY:  [Top Tools 2012](#)  *Free Tool*

Personal calendaring tools

For many more calendaring tools, see also: [Social Calendarng Tools](#)



[Deadline](#) : Simplest calendar every made. *Hosted*



[Google Calendar](#) : Online calendar. *Hosted*



[Lightning](#) : Brings the Sunbird calendar to the popular email client, Mozilla Thunderbird and the SeaMonkey internet application suite. *Download*



[Sunbird](#) : Cross-platform calendar application, built upon Mozilla Toolkit to provide you with a full-featured and easy to use calendar application that you can use around the world. *Download*

Alert tools



[Alerts.com](#) : The information you want when and where you want it. You're in control. *Hosted*



[Conference Alerts](#) : Receive free e-mailed updates of conferences matching your interests, available dates and preferred destinations. Click on 'Subscribe' to stay up to date with what's happening in your field. *Hosted*



[Google Alerts](#) : Email updates of latest relevant Google results (web, news, etc.) based on your choice of query or topic. *Hosted*

<http://c4lpt.co.uk/directory-of-learning-performance-tools/misc-personal-productivity-tools/>

Joyce Valenza's New Tools Guide

Library » LibGuides » New Tools Admin Sign In

New Tools




Tags: apps, learning tools, web 2.0

Last Updated: Jun 9, 2013 | URL: <http://sdst.libguides.com/newtools> | [Print Guide](#) | [RSS Updates](#) | [Email Alerts](#) | [SHARE](#) [f](#) [t](#) [e](#) ...

- Home
- App Builders
- Apps for iPads, iPhones, & Mobile Devices
- Backchannel, chat, sticky notes, meeting tools
- Beyond Classroom Walls
- Blogs
- Cloud Storage
- Conversion Tools
- Copyright Friendly / Creative Commons / Fair Use
- Curation Tools
- Curriculum Standards
- Digital Citizenship, Privacy & Safety
- Digital Storytelling & Publishing
- eReaders-Kindles, Nooks, etc.
- Fair Use & Information Ethics
- Feeds & Aggregators
- Fonts
- Game Generators
- Google+
- Google Apps
- Google Docs and Apps
- Images, avatars, fonts, and colors
- Infographics
- Infographics Lesson
- Infographics Videos
- Interactive Calendar
- Interactive Whiteboards
- Map Apps
- Media Literacy
- Mindmapping / Charting / Timelining
- PLN Building for Teachers
- Polling & Survey Tools
- Portfolio Strategies
- Poster Tools
- Presentation Reform & Sharing
- QR Codes
- Reading 2.0?
- Social Networking / Bookmarking
- ScreenCasting / ScreenSharing / Podcasting
- Tag Clouds
- Twitter
- Universal Design
- Video Tools
- Web Tour & Pathfinder Tools
- Wikis
- Widgets
- Writing Tools
- Bookleads
- Information Portals
- Research Guide
- TL Guides
- Databases & Pathfinders


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LibGuide Navigator

-  Database & Research Portals
-  Research Tools
-  Current Events

Bloom's Digital Taxonomy & Web 2.0 Tools

Bloom's Digital Taxonomy and Web 2.0 Tools
by pip cleaves



An easy way to integrate technology into daily teaching practice


Start Prezi

Philippo Geaves - MCC Regional Strategy Support Officer - DER

Prezi

Comments (0)

New Tools Curator




Joyce Valenza
@joycevalenza on Twitter

[talk](#) [S](#) [t](#)

Contact Info
joyce_valenza@sdst.org
[Send Email](#)

Links:
[Website / Blog](#)
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Lib Guide Maker



Android 4 Schools

Apps and Devices for Schools



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android 4 schools



Use Animoto for Android to Tell Short Stories



Animoto is a video editing tool that I've used off and on over the last 5+ years. It's very easy to use on the web and as an [Android app](#) (also available for iOS). In the past I had some students use Animoto to share the highlights of their research. You could also use the service to have students show off the highlights of field trip. I used [Animoto for Android](#) to make the following short video

of a little road trip that I took today.

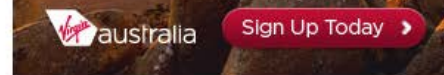
This afternoon I went for a drive through western Maine to take some pictures of the mountains and rivers near Sunday River, the site of the [Practical Ed Tech Summer Camp](#) (one ticket is left). The video below begins with my truck in the yard and ends with a shot of the Sunday River road sign. I put the images into order by simply

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<http://android4schools.com/>

The Pursuit of Technology Integration Happiness

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Free eBooks!



Previous Post to Make You Happy

- ▶ [2013](#) (118)
- ▶ [2012](#) (113)
- ▼ [2011](#) (161)
 - ▶ [December](#) (3)

Web 2.0 Resources

There are so many wonderful and awesome resources available on the web. Here you will find links to those resources organized by type and purpose.

Word Clouds

- [Wordle](#) - Word Clouds
- [Tagxedo](#) - Word Cloud Creation

Collaboration (Bulletin Board, Whiteboard, and Documents)

- [Twiddla](#) - Team Whiteboarding
- [Bubbl.us](#) - Mind Map Creation site
- [Wallwisher](#) - Online Cork Board
- [Doc Stoc](#) - Create and Share Documents
- [Sync In](#) - Document Collaboration
- [NotaPipe](#) - Real Time Document Collaboration
- [The Fridge](#) - Similar to Wallwisher
- [Write.fm](#) - Easily share text and file
- [iDroo](#) - Collaborative Whiteboard for Skype
- [Flock Draw](#) - Collaborative Whiteboard
- [CoSketch](#) - Online Whiteboard
- [Whiteboard](#) - Collaborative whiteboard with a twist - logs all changes.
- [Board 800](#) - Online Whiteboard
- [CrocoDoc](#) - Online Document Collaboration

File Sharing and File Conversion

- [Zamzar](#) - File Conversion Site
- [YouConvertIt](#) - File conversion
- [DROpITome](#) - Securely receive files from DropBox
- [Box.net](#) - Online File Sharing, management, and collaboration
- [Go.tt](#) - Simple File Sharing

Search For Your Happiness

TAFE Courses Online

www.opencolleges.edu.au
Study from home at your own pace.
15% off fees. Limited time offer!



Leadership Training

www.HappeningPeople.com
Practical, effective, tailored leadership training with experts!



GoToMeeting™ Free Trial

www.GoToMeeting.com.au
Host Meetings & Collaborate Online.
Fast & Easy Setup. Try It For Free!



AdChoices

Happiness in Your Language

Select Language Powered by Google Transl

Subscribe to My Blog

Posts

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Michael Zimmer's blog

<http://edutechintegration.blogspot.com.au/p/elective-subjects-resources.html>

BAMBOO DiRT

PLANT SEEDS. GROW IDEAS. *DIGITAL RESEARCH TOOLS.*

Welcome //

Bamboo DiRT is a registry of digital research tools for scholarly use. Developed by Project Bamboo, Bamboo DiRT makes it easy for digital humanists and others conducting digital research to find and compare resources ranging from content management systems to music OCR, statistical analysis packages to mindmapping software.

I need a digital research tool to . . .

- | | |
|---|--|
| Analyze data | Manage bibliographic information |
| Analyze texts | Manage tasks |
| Author an interactive work | Network with other researchers |
| Blog | Organize research materials |
| Brainstorm/generate ideas | Publish and share information |
| Build and share collections | Search visually |
| Collect data | Share bookmarks |
| Communicate with colleagues | Stay current with research |
| Conduct linguistic research | Take notes/annotate resources |

DiRT is adding tool reviews!
[\(read more\)](#)

ABOUT

Bamboo DiRT is a registry of digital research tools for scholarly use. [\(more\)](#)

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<http://dirt.projectbamboo.org/>

OPPORTUNITIES



Search



Home F-10 Curriculum Senior Secondary Curriculum Student Diversity Consultation Print/Download

Welcome to the Foundation to Year 12 Australian Curriculum online

The Australian Curriculum

The development of the Australian Curriculum is guided by the Melbourne Declaration on Educational Goals for Young Australians, adopted by the Ministerial Council in December 2008. The Melbourne Declaration emphasises the importance of knowledge, skills and understandings of learning areas, general capabilities and cross-curriculum priorities as the basis for a curriculum designed to support 21st century learning.

The F-10 Australian Curriculum sets out the core knowledge, understanding, skills and general capabilities important for all Australian students. It describes the learning entitlement of students as a foundation for their future learning, growth and active participation in the Australian community. It makes clear what all young Australians should learn as they progress through schooling. It is the foundation for high quality teaching to meet the needs of all Australian students.

ACARA has developed the Australian Curriculum in consultation with states and territories. Education Authorities in each state and territory have responsibility for implementation of the Australian Curriculum and for supporting schools and teachers.

Guided tour

Welcome to the Foundation to Year 12 Australian Curriculum online

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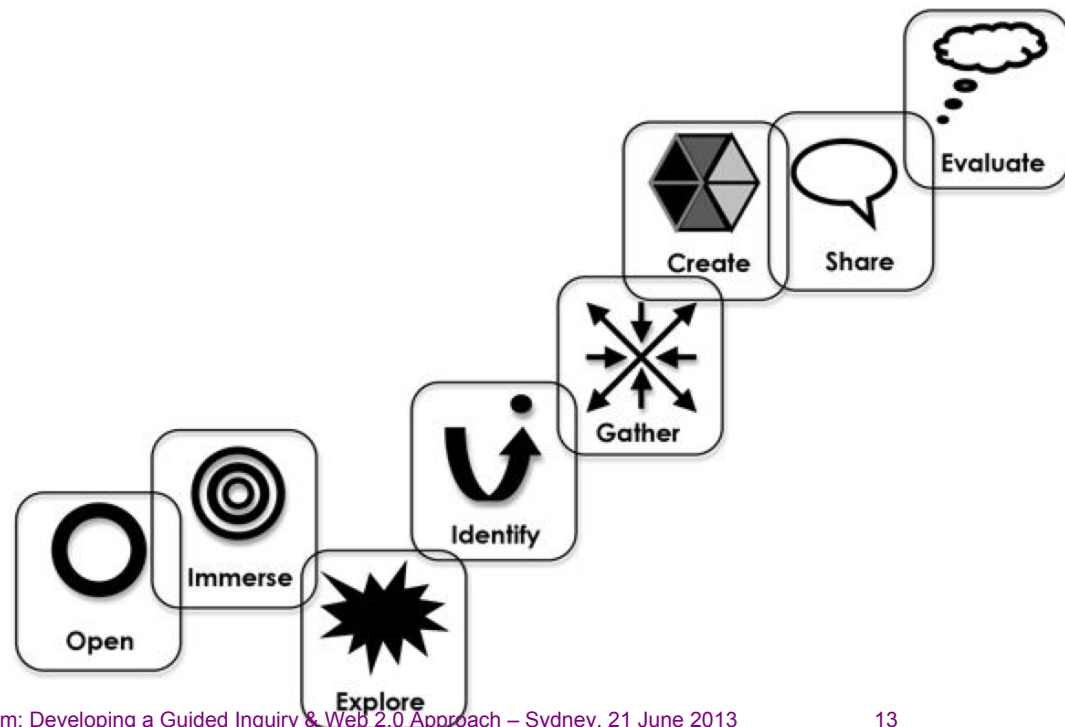
Digital resources supporting the Australian Curriculum

when inquiry goes digital

Purpose & inquiry design

Tech tools can be used in different ways depending on purpose of inquiry unit:

- Exploration
- Collaboration
- Integration
- Invention
- Consolidation



F-10 Curriculum

Senior Secondary Curriculum Student Diversity

Overview

Learning Areas

- English
- Mathematics
- Science
- History
- Geography

General Capabilities

- General Capabilities Overview
- Literacy
- Numeracy
- Information and Communication Technology (ICT) capability
- Critical and creative thinking
- Personal and social capability
- Ethical understanding
- Intercultural understanding

Cross-curriculum priorities

- Cross-curriculum priorities Overview
- Aboriginal and Torres Strait Islander histories and cultures
- Asia and Australia's engagement with Asia
- Sustainability

Year Level

- Foundation
- Year 1
- Year 2
- Year 3
- Year 4
- Year 5
- Year 6
- Year 7
- Year 8
- Year 9
- Year 10
- Year 10A



Senior Secondary Curriculum

Student Diversity

Overview (videos and information sheets)

- | | |
|--|------------------------|
| Ancient History | Essential Mathematics |
| Biology | General Mathematics |
| Chemistry | Literature |
| Earth and Environmental Science | Mathematical Methods |
| English | Modern History |
| English as an Additional Language or Dialect | Physics |
| Essential English | Specialist Mathematics |

F-10

F-12

Surveys

Guide

Languages

- Languages - Learning Area
- Aboriginal Languages and Torres Strait Islander Languages
- Arabic
- French
- German
- Indonesian
- Japanese
- Korean
- Modern Greek
- Spanish
- Vietnamese

Technologies

- Technologies - Learning Area
- Design and Technologies
- Digital Technologies

Health and Physical Education

- Health and Physical Education - Learning Area

The Arts

- The Arts - Learning Area
- Dance
- Drama
- Media Arts
- Music
- Visual Arts

Humanities and Social Sciences

- Civics and Citizenship
- Economics and Business



Draft Australian Curriculum: Technologies Foundation to Year 10

Aims

The Australian Curriculum: Technologies aims to develop the knowledge, understanding and skills to ensure that, individually and collaboratively, students:

- are creative, innovative and enterprising when using traditional, contemporary and emerging technologies, and understand how technologies have developed over time
- effectively and responsibly select and manipulate appropriate technologies, resources, materials, data, systems, tools and equipment when designing and creating products, services, environments and digital solutions
- critique and evaluate technologies processes to identify and create solutions to a range of problems or opportunities
- investigate, design, plan, manage, create, produce and evaluate technologies solutions
- engage confidently with technologies and make informed, ethical and sustainable decisions about technologies for preferred futures including personal health and wellbeing, recreation, everyday life, the world of work and enterprise, and the environment.



Draft Australian Curriculum: Technologies Foundation to Year 10

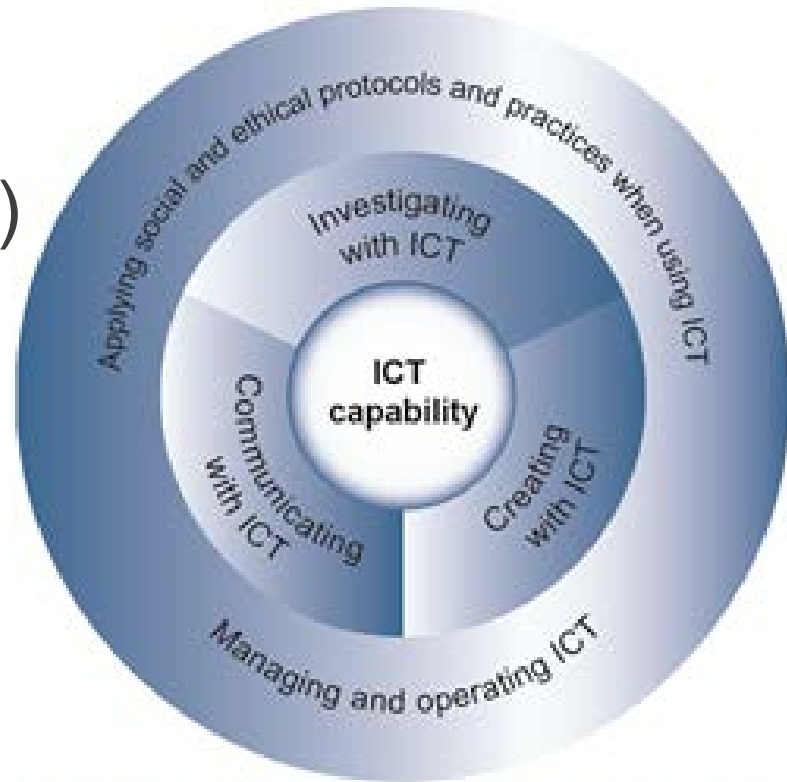
Design and Technologies	Digital Technologies
<p>Design and Technologies knowledge and understanding</p>	<p>Digital Technologies knowledge and understanding</p>
<ul style="list-style-type: none"> • the use, development and impact of technologies in people's lives • design concepts across a range of technologies contexts 	<ul style="list-style-type: none"> • how data are represented and structured symbolically • the components of digital systems: software, hardware and networks • the use, development and impact of information systems in people's lives
<p>Design and Technologies processes and production skills</p>	<p>Digital Technologies processes and production skills</p>
<ul style="list-style-type: none"> • critiquing, exploring and investigating needs or opportunities • generating, developing and evaluating design ideas for designed solutions • planning, producing (making) and evaluating designed solutions 	<ul style="list-style-type: none"> • collecting, managing and interpreting data when creating information, and the nature and properties of data, how it is collected and interpreted • using a range of digital systems and their components and peripherals • defining problems and specifying and implementing their solutions • creating and communicating information, especially online, and interacting safely using appropriate technical and social protocols



Two key ideas underpinning Technology Learning Area

- systems thinking
(creating preferred futures)
- project management

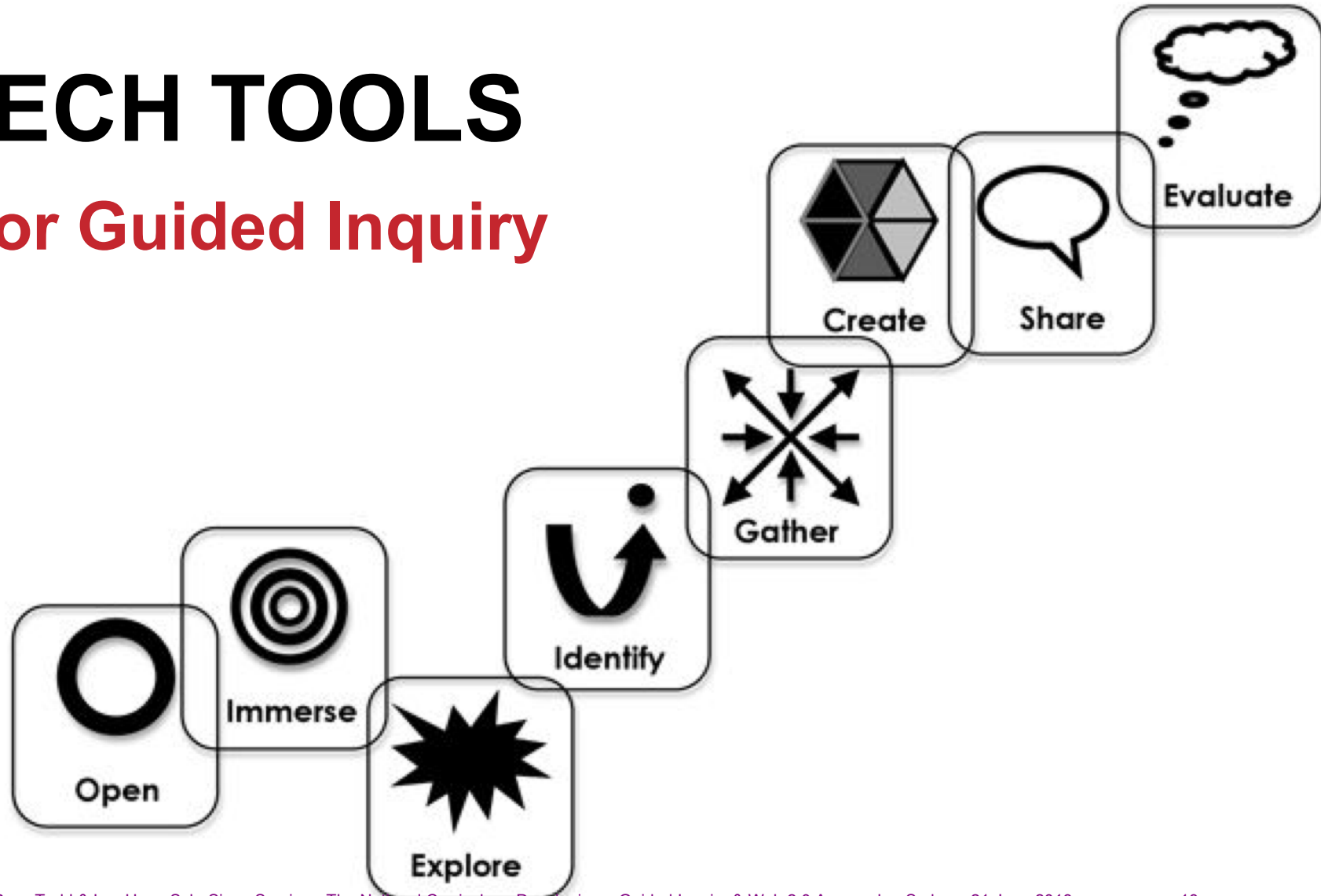
ICT capability
(one of the 7 general capabilities)



Organising elements of ICT capability

TECH TOOLS

for Guided Inquiry



Functionality of Web 2.0 technologies

- information collection & 'repository' function
- a communication function
- a project management function
- a data collection & analysis
- a knowledge construction function
- a publishing function
- a self-reflection function

(Hay PhD research, 2013)



**capture brainstorming, mapping,
resourcing and be organised**

TOOLS FOR PLANNING

Mind mapping



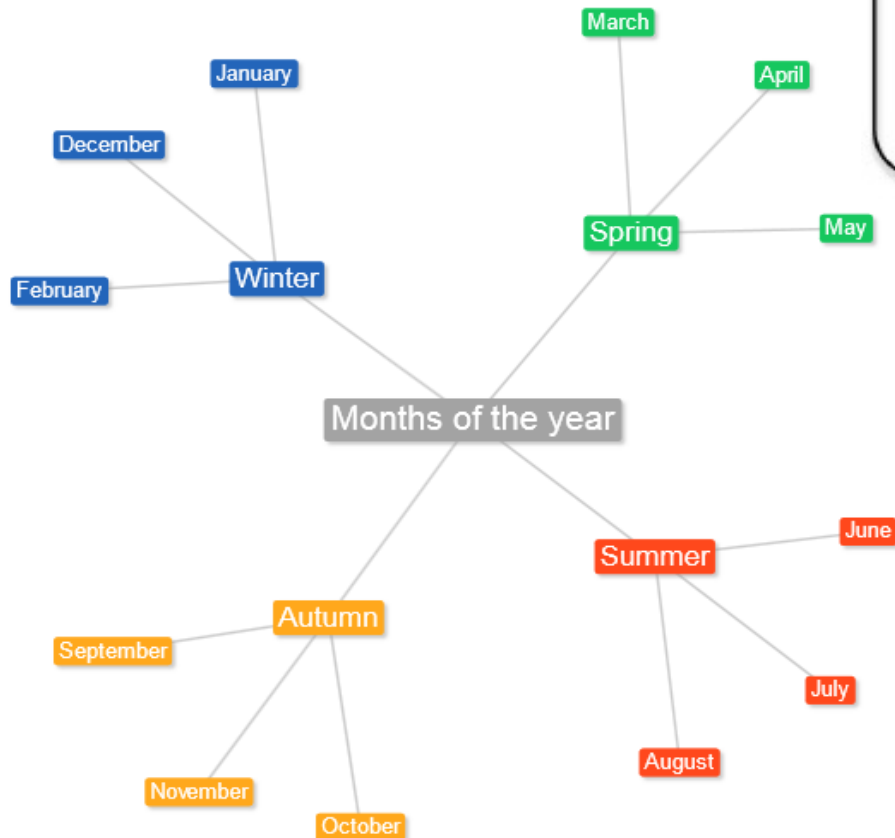
TEXT~MINDMAP

Outline your text

Use TAB to indent and Shift+TAB to outdent

- Months of the year
 - Winter
 - December
 - January
 - February
 - Spring
 - March
 - April
 - May
 - Summer
 - June
 - July
 - August
 - Autumn
 - September
 - October
 - November

Text Options



Draw Mind Map

New Save Download Zoom

There are unsaved changes

<http://www.text2mindmap.com/>

Mind mapping



<http://dropmind.com/>

Resource mapping

The green living index

match the words with their definitions

Planet Earth - short story

It's up to me and you! song

Clean and green

How green are you?

What should you do?

Human and animal habitats

Humans and animals activity



Environment problems



Games



Animals



Our Earth



Immerse



Explore



Gather

Activities from Learn English Kids by British Council

Quiz - animal records

No dogs!

Angel! Look out!

The ballad of Lisa the Lemur

Everything beneath the sea

Polar bears

The animals went in two by two - song

Lars, the little polar bear *

Explore *

Guided Reading Story: Tale of a Singing Zebra

If I were a fish *

Katrina, the caterpillar *

Slow movers song *

The perfect pet *

The three country critters *

Mingoville - animals

The voyage of the animal orchestra *

Rainforests

Rainforests - true/false

Rainforests - monkey squash

Environment - monkey squash

The colours of the Earth *

Stories from Incredible English

The giving tree *

I lived under the sea *



Mind mapping

In areas where there are no roads, or land travel is difficult, rivers provide an alternative way of transport.

Rivers were commonly used to transport logs from forests. [LOG DRIVING]

As River Nile flows through many countries, it is an important transport route for the people living along the Nile. While people travel by long narrowboats called feluccas, they also use boats to transport goods such as bricks and sugar cane to the markets.

Means of TRANSPORT

Source of FOOD

for PEOPLE

Fishing is the main human activity in some countries along the River Nile e.g. Tanzania and Congo.

Lake Victoria (1 of River Nile's sources) provides fish for its neighbouring countries.

for ANIMALS

Source of RENEWABLE ENERGY

1. Dams are built across rivers with fast-moving water.
2. Large volumes of water are trapped behind the dam, creating a reservoir.
3. The water level behind the dam is raised, creating more potential energy.
4. The water is released in a controlled manner converting potential energy into kinetic energy to turn turbines.
5. Turbines are connected to generators which produce electricity.

Provides Hydroelectric Power

Source of WATER

for FARMING

Water from the rivers are used to water crops.

In areas with little rainfall, water from the river is channelled through man-made canals to supply water to farms. [IRRIGATION]

As more land away from the river banks is needed to grow crops, the Egyptians built a network of canals to channel water from the Nile to irrigate the farmland.

for DRINKING

The Egyptians built Aswan High Dam to ensure they have a steady supply of water throughout the year.

for INDUSTRIES

Water is used in factories to cool machines and manufacture food products.

Impacts of Rivers

Flooding

When it rains heavily, the river may overflow its banks and flood its surrounding land.

Floods can cause serious damage to property and crops.

Fertile Soil for FARMING

When a river overflows and floods its banks, it deposits the sediments it is carrying on the floodplain.

These sediments are rich in nutrients and provide fertile soil, good for farming.

Every June to October, River Nile floods its banks along the lower course of the river, making the soil fertile for farming. This annual flooding benefits the people of Egypt greatly, and they choose to live along its banks to benefit from the fertile land.

Recreation & Tourism

- ☺ Canoeing / kayaking / fishing
- ☺ White-water rafting
- ☺ River-side Hotels & Resorts; River cruise
- ☺ Dragon boat races (Singapore)



Identify



Create



Share

<http://www.mindomo.com/mindmap/impacts-of-rivers-fd88449938de48489783c25558088ae9>

Social bookmarking

@lyn_hay ? DISCOVER NETWORK REMEMBER Add link Lyn Hay



Lyn Hay @lyn_hay

Supporting school libraries and learning through teaching, research & professional engagement
<http://studentslearn.wordpress.com/>

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 - Infographics 101
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 - media:document 59
- Show more

TAG BUNDLES

- eLearning
- GuidedInquiry
- InfoPolicy
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- SmartInfoUse
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- TLship@CSU
- Web2.0

Edit links

The Best K-12 Education Technology Blogs | E...

You added 14 days ago

edtechmagazine.com

RT @CSU_Library: Keep your EdTech knowledge up-to-date and see the best IT K-12 Blogs here t.co/j5gNrRxc6 Loads of ideas to share!

Making Progress

You added 2 months ago

cosn.org inf2506, etl523

New CoSN report on Rethinking School Policies Concerning Mobile Technologies and Social Media #inf2506 #etl523 t.co/slrCKPneIE

Digital Citizenship Is More Than Living By a Set...

You added 3 months ago

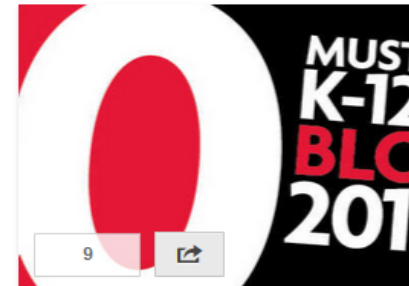
michellergreen.com information policy, social media policy, social networking for kids, etl523, inf2506, digital citizenship in schools, digital citizenship

Blog post by Michelle Green discussing the different approaches to and interpretation of digital citizenship by teachers and administrators.

PKM in 2013 | Harold Jarche | INF336-441 Know...

You added 4 months ago

scoop.it inf441, inf336



The Best K-12 Education Technology Blogs | EdTech Magazine

Meet some of the best and brightest voices in education technology.

YOUR COMMENT

RT @CSU_Library: Keep your EdTech knowledge up-to-date and see the best IT K-12 Blogs here t.co/j5gNrRxc6 Loads of ideas to share!

First added 14 days ago by: **cfunke**

Lexie Stephens
If it takes a village to raise a child, how many people does it take to train an educator? It's hard to say, but 50 helping hands seems like a good place to start. In the spirit of community, collaboration and information sharing, EdTech: Focus on K-12 has rounded up 50 ed-tech blogs that we deem must-reads for the K-12



http://www.delicious.com/lyn_hay/

Group items tagged "cool tools"

Filter: [All](#) | [Bookmarks](#) | [Topics](#)

Beyond the Book: Infographics of Students' Reading History - 0 views

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"Recently, I've also been fascinated by the way the human mind interprets visual symbols. From doodling to reading and writing text, the brain is wired with a proclivity for visual sensory ability. In order to help students harness this power, we have been trying our hand at visual notes and sketchnoting in class. Then I decided to try some lessons with infographics."



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List includes both history and current trends. Social Media History includes a great interactive infographic.

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Plan, Timor Leste - Engineers Without Borders Australia



From [www.ewb.org.au](#) - June 13, 3:55 PM


“ Engineers Without Borders Australia works with disadvantaged communities to improve their quality of life through education and the implementation of sustainable engineering projects.”

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From [www.environmental-expert.com](#) - June 13, 3:38 PM

“ Find and compare a variety of waste management training and courses in east timor on environmental expert on

<http://www.scoop.it/t/future-connections>

Ross Todd & Lyn Hay - SyBaSigns Seminar, The National Curriculum: Developing a Guided Inquiry & Web 2.0 Approach – Sydney, 21 June 2013

27

Technology in the Classroom

Ideas for using technology in the classroom. Fancy becoming a contributor? Email pinterest@tes.co.uk

tes +2 Unfollow Board 155 Pins 3,464 Followers

Glossi is a new site to make glossy magazines on the web, currently invite only
4 repins 1 like

Pinned by Doug
from glossi.com

5 Thoughts about Technology from the March 2013 issue of Educational Leadership.
18 repins 5 likes

Repinning by TESPrimary
from ascd.org

My class have just started tweeting. Follow us @FHCY4
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Repinning by TES Teaching Resources






Power of search

Use this page as a guide to Google's search tools beyond that first little box!



Scholarly articles, theses, books, court opinions, more



Maps and directions



Focus your search on the blogosphere



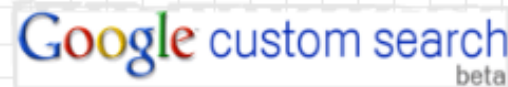
Search by phrase, by filetype, domain, date, usage rights, eliminate noise words



Search public source code



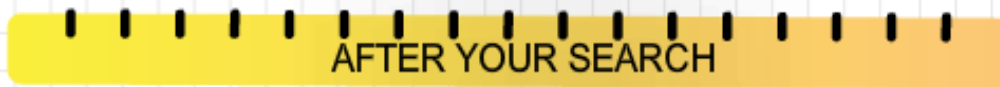
Organizes results chronologically--newspapers, magazines, blog posts, Wikipedia, more



Create and search engines that only search specified sites. Use custom searches created by others.



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- [Google Books](#) ↗
- [Google Scholar](#) ↗
- [AllPlus](#) ↗ (metasearch, cluster)
- [DuckDuckGo](#) ↗ (anonymous)
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- [Blekko](#) ↗ (search with *slashes*)
- [DeweyDigger](#) ↗ (a DDC browse)
- [DocJax](#) ↗ (search for documents)
- [Kngine](#) ↗ (semantic search for web and images)
- [Secret Search Engine Labs](#) ↗ (alternative search results and open algorithm)
- [Bing](#) ↗
- [Bing Visual Search](#) ↗ refine queries through selecting images
- [Deeper Web](#) ↗
- [Wolfram|Alpha](#) ↗ (computational knowledge engine)
- [Surchur](#) ↗ (for searching social networks & more)
- [Goofram](#) ↗ (search Google & Wolfram|Alpha together)
- [Browsys](#) ↗ (search across the search tools)
- [Search Cube](#) ↗ (visual page search)

The image shows a video player interface. At the top, it says 'Google Search Options' with a 'More info' dropdown. The video content features the Google logo and the title 'Beyond Google' in large orange letters. Below the title, it reads: 'Fifteen tools and strategies for helping students (and your colleagues) to explore the web beyond the first two pages of Google results.' The video player includes a play button, a progress bar showing '0:00 / 2:05', and various control icons. On the right side of the video player, there are two large icons: one with a starburst shape labeled 'Explore' and another with arrows pointing outwards labeled 'Gather'.

<http://toolsforsearch.wikispaces.com/>



Home

Project management tools

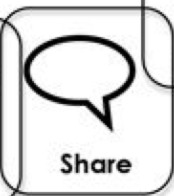
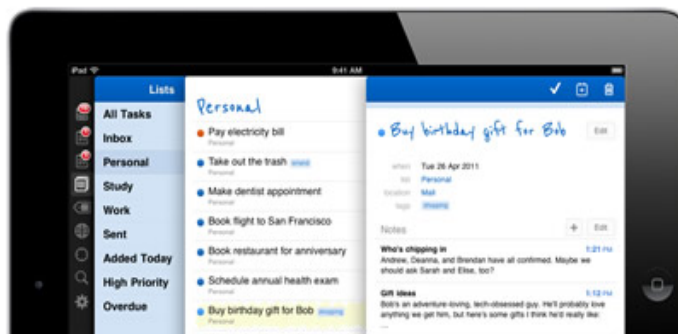
- Manage tasks from anywhere
- Get email, SMS, or IM reminders
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- Use with Google Calendar
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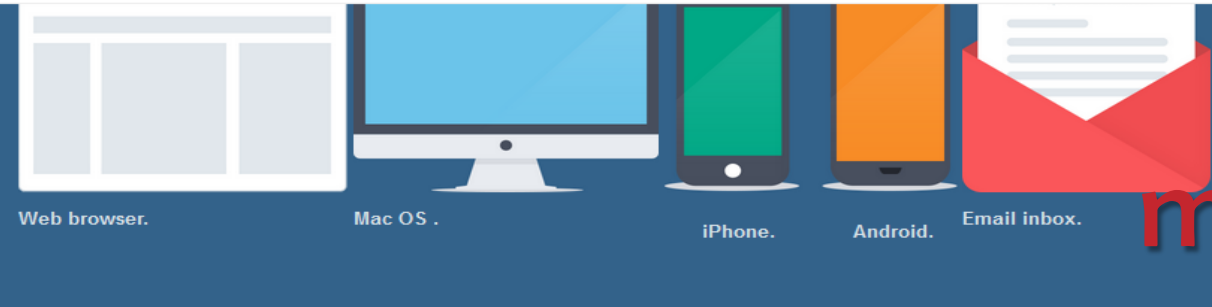
Sign Up Now!

for a free account

Remember The Milk for iPad is finally here.



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Project management tools

Powerful features to get work done.

It's one of the easiest task managers out there, with a perfect mix of features that users love and will keep using. See for yourself!



Tasks

Coordinate and complete tasks with your teams. **Assign** tasks to teammates. Add **due dates, labels and notes**. **Follow** tasks, **track progress** and **measure the results**.



Projects

There are no limits: create **as many projects as you like**, across **any number of teams** and participants. Keep your tasks organized and get work done.



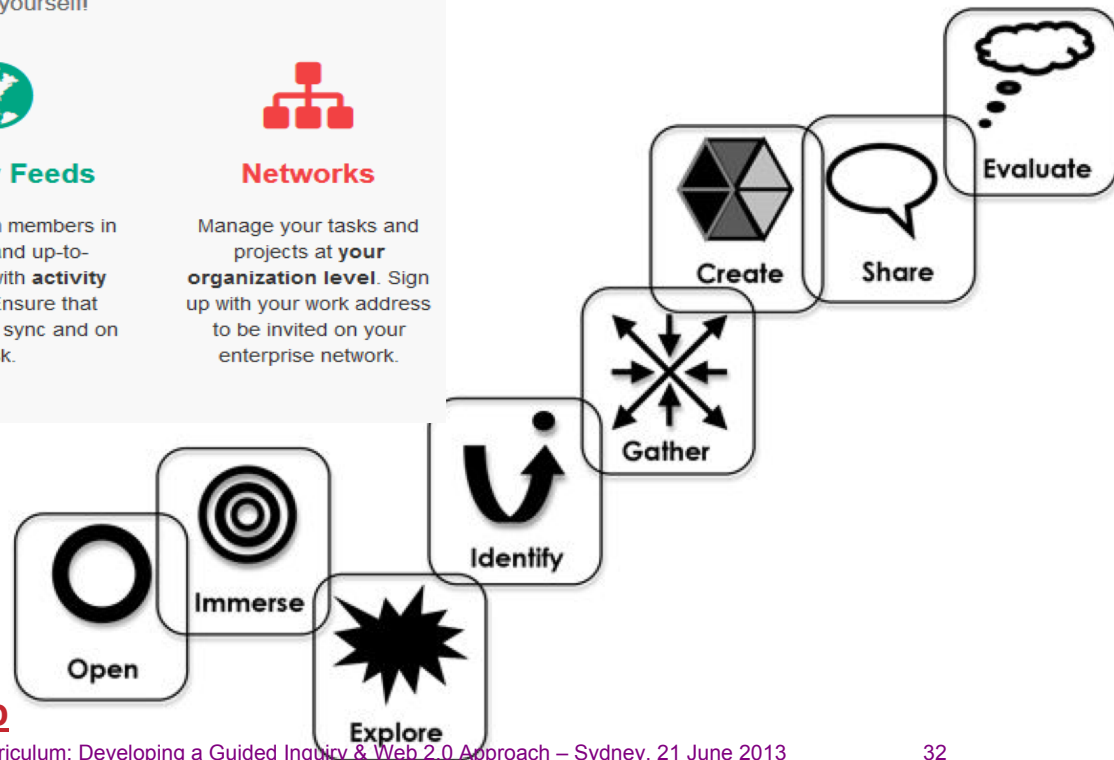
Activity Feeds

Keep all team members in the know and up-to-the-minute with **activity streams**. Ensure that everyone's in sync and on task.



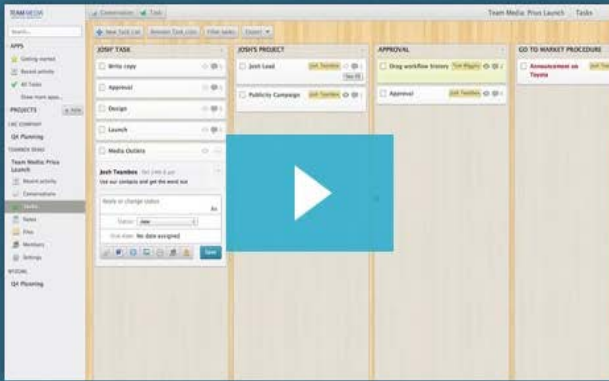
Networks

Manage your tasks and projects at **your organization level**. Sign up with your work address to be invited on your enterprise network.



<http://www.producteev.com/features.php>

The most complete collaboration solution



Your email

GET STARTED - FREE!

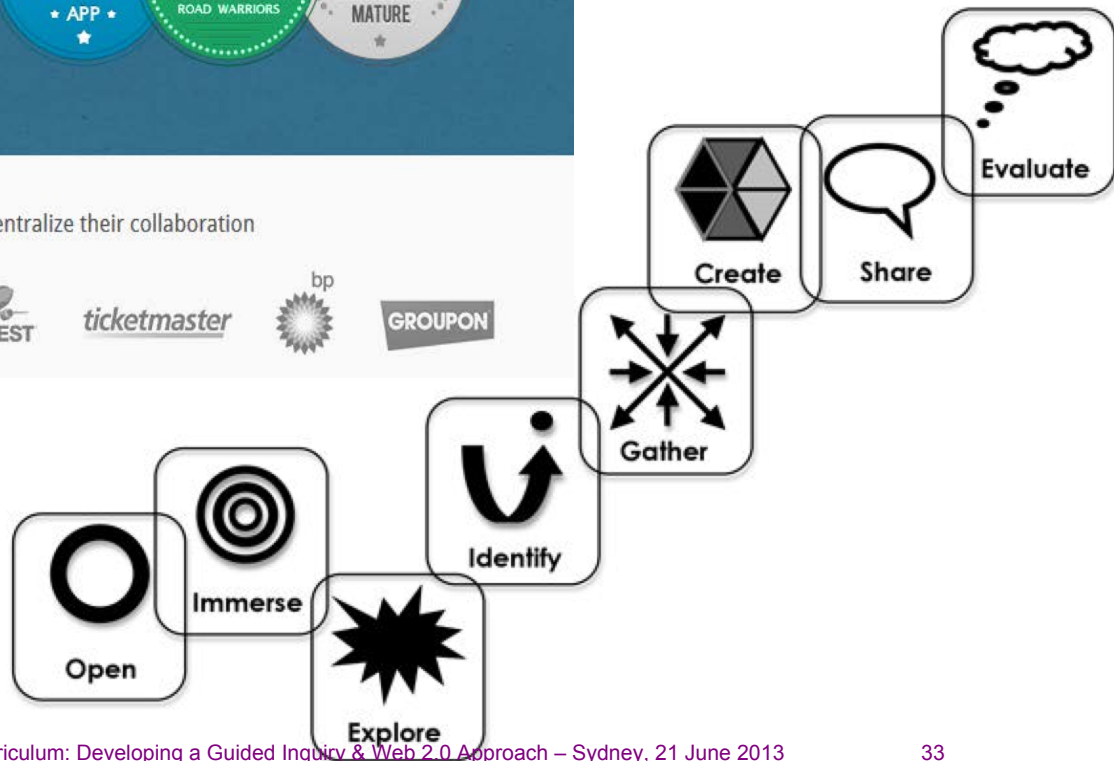
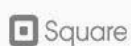
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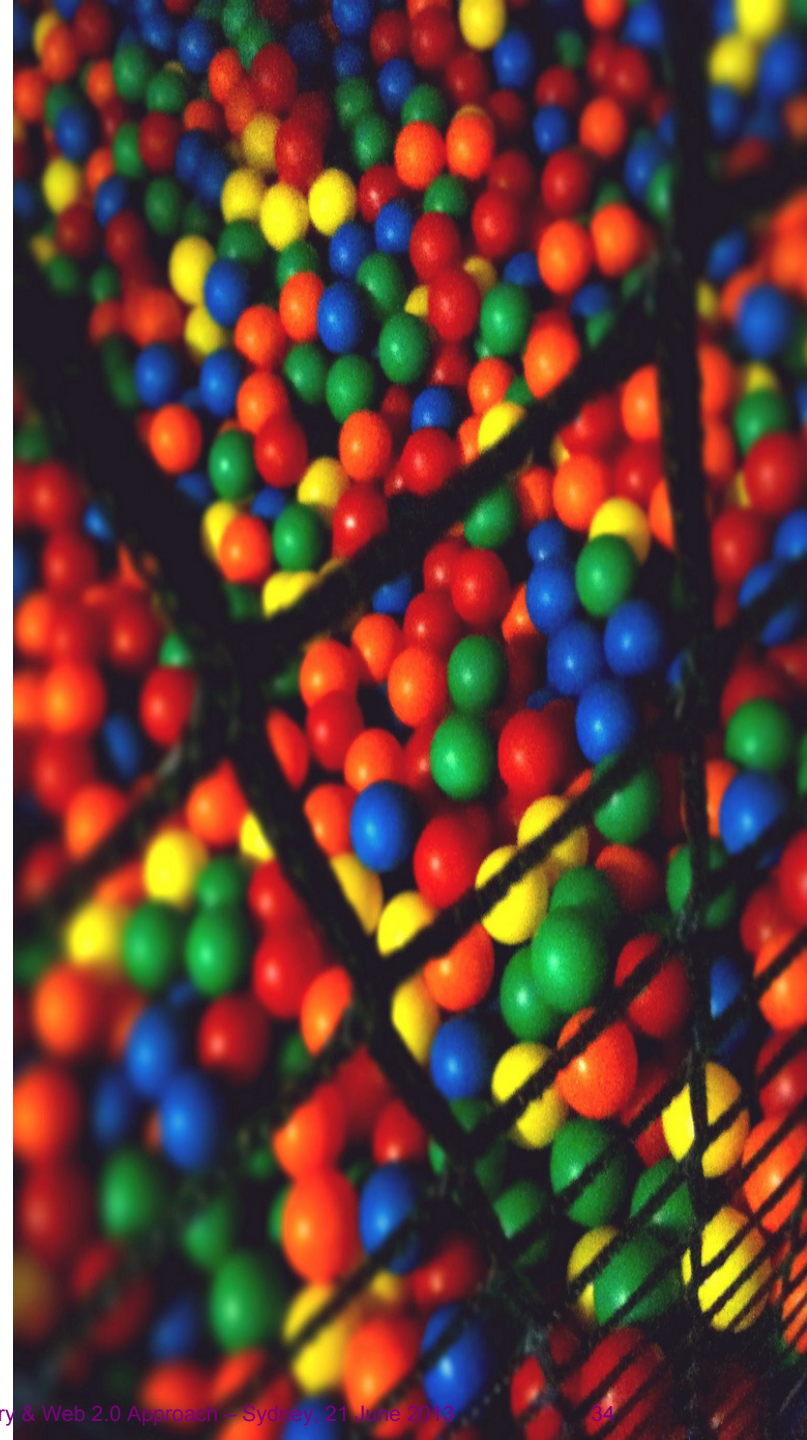


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TOOLS FOR
DATA GENERATION





Gather



Create



Share



Evaluate

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- Unlimited questions
- Unlimited responses

Kwik Polls (inc. video polls) - FREE

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- Embed or share

Enterprise features - OPTION

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- Email invitations

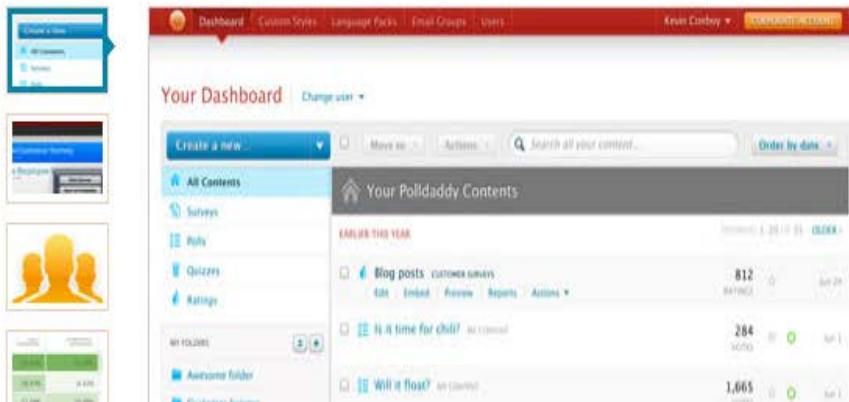


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Easy to use visual designer

Facebook Login Integration

Standard Question Types (Choice, ...)

Survey Design

Easy to use visual designer

Facebook Login Integration

Standard Question Types (Choice, ...)

Survey Design

Easy to use visual designer

Facebook Login Integration

Standard Question Types (Choice, ...)

Survey Design





Easy to use visual designer

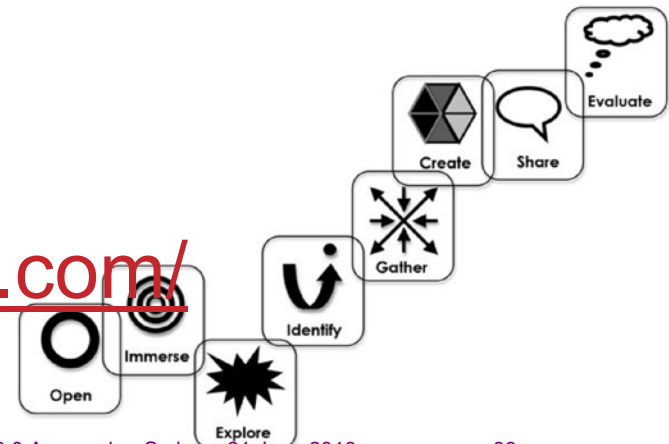
Facebook Login Integration

Standard Question Types (Choice, ...)



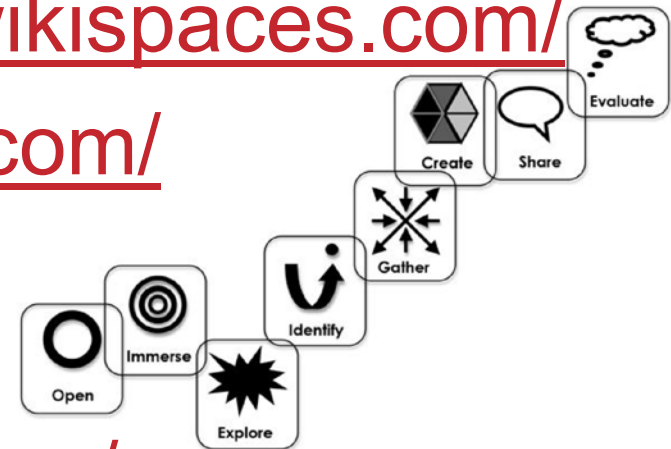
Sticky note & collaborating apps

- <http://en.linoit.com/> to collect student feedback, capture data and publish as is  
- Wallwisher <http://wallwisher.com/>  
- Thoughtboxes <https://www.thoughtbox.es/>
- Google Docs (Drive) <https://docs.google.com/>
- Etherpads <http://qikpad.org/>
- Zoho <http://www.zoho.com/>
- Edmodo <http://www.edmodo.com/>



Blogs & wikis & pics

- Edublogs <http://edublogs.org/>
- Wordpress <http://wordpress.com/>
- Blogger <http://www.blogger.com/>
- Wikispaces <http://www.wikispaces.com/>
- Pbworks <http://pbworks.com/>



- Flickr <http://www.flickr.com/>



- Photobucket <http://photobucket.com/>



presentation & publication

TOOLS FOR REPORTING

2010-11: A Year of Change



PURPOSE

The school library supports teaching and learning, fosters a love of reading and helps both students and teachers grow into effective, ethical users of technology and information.

The 2010-11 school year was one of growth and change for everyone at Myrtle Grove and the Media Center was no exception. When our student population changed in 2010 as a result of redistricting, we knew it was time to step up our game in order to engage the Grove's new students - which now includes a larger group of reluctant and below grade level readers as well as a significant number of ESL learners - while also addressing their unique instructional needs. This coupled with a 65% reduction in the library budget (we went from spending \$12.47 to \$5.66 per student), resulted in the perfect storm of opportunity to explore timely questions regarding effective, data driven practice and the impact of the library program on student achievement - particularly in a climate of economic turmoil. This report attempts to illustrate the results of these efforts while also looking forward to what's next for the MGMS library and its students.

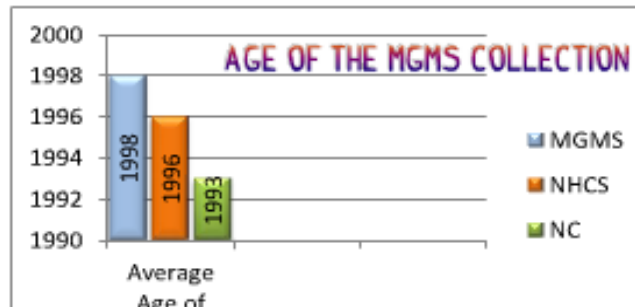
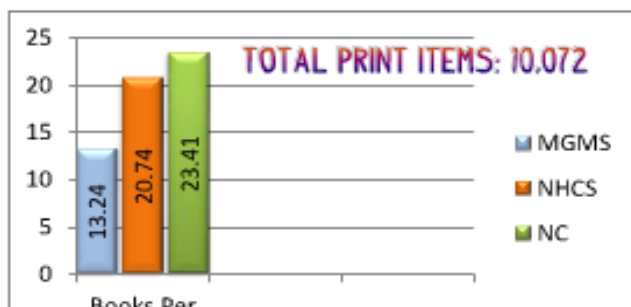


Create



Share

THE NUMBERS:



1 / 5

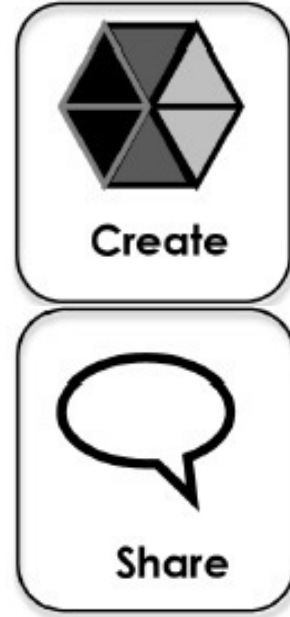
Multimedia presentations

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Ren Project
by [szd65ym](#) Last updated 2 years ago

Discipline:
[Social Studies](#)

FINISHED PRIVATE



humanism

micelangelo

1475-1564

Michelangelo created works of art in a way that revealed and uncovered one's true, hidden soul in the stone, pieces that represented one's ideal self. His artistic style of figures and their nudity projected a sense of truth, honesty, vulnerability, and pride. Michelangelo influenced people to care about life, on their own terms, and through their own eyes.



(portrait of Michelangelo by Jacopino del Conte after 1535 at the age of 60)

"Along with the milk of my nurse, I received the knack of handling chisel and hammer, with which make up my own hands."

-Michelangelo



Michelangelo's artistic versatility and remarkable talent was partly made possible by many inspirations that enforced a strong mark in his life as a young man, and these inspirations made for an abundance of impressive accomplishments in this artist's career...

-lived with a stonecutter and his wife and family at a marble quarry

The Stories (3 of 3)

- The Man in the Lemon page 94 – 100
Nithay Yarnitsky
A story about loneliness and the changes a person can make to have friends
- Jake the Grey page 101 – 104
Avshalom Cohen
A story about treating people of all ethnicities, religions, and races equally
- Timmy the Tractor page 105 – 106
Nithay Duek
A story about including others so they don't feel lonely
- The Underwater Sea Class page 107 – 109
Osher Ninno
A story about telling your friends the truth
- Anna, Dana, and Johanna page 110 – 113
Nimrod Boker
A story about jealousy, admitting your mistakes, and forgiveness
- The Sheep on the Hill page 114 – 123
Yuval Mendelson
A story about how money corrupts leaders and can destroy a society

Student Reflections

Reflections about the development of their writing and thinking.
Pages 124 – 128

Steps to Creating Children's Stories in Your Classroom

Teaching Materials by Yotam Hod (Teacher)
Pages 129 – 143

The Story of
The Boy
and The
Town

By: Dina Gorodnitski



Create



Share

publish stories & reflections

Teacher's Note

1 January, 2009

For this project, Grade 8 students authored, illustrated, and designed their own children's stories. There were multiple goals connected to this multi-week course of study. Most importantly was that it gave students the rare opportunity to construct their own ideas and have it honored by others.

The principle goal of this project was to develop students' English skills, as this was completed in an English class. As such, the following English skills were taught explicitly: storytelling, writing effective dialogue, vocabulary, punctuation, symbolism, character development, "showing" instead of "telling," and editing. Secondary explicit skills covered illustration and working with Microsoft Publisher. Finally, social and emotional competencies were developed through the refinement of each student's personal values and by giving students creative/imaginative freedom over their work.

In all, roughly 20 class periods were spent producing these stories, from generating the "seeds" of ideas to a final, digitally compiled version. Undoubtedly, the work involved by everyone, students and teacher included, required a serious time investment. Seeing the result made it well worth the effort.

Regarding class composition, it quickly becomes clear to anyone reading the children's stories that both English fluency and commitment played a role in the final product. In this class alone, some students were virtually native English speakers, while others struggled to compose full sentences. The project design was very sensitive to this fact, allowing students to work toward their own differentiated potentials. As for commitment, while naturally there were various levels of it, there were occasions when students demanded to stay after school to continue their work.

As a teacher, it was truly my pleasure to see these stories develop and take a



Create



Share



Evaluate

- Yotam Hod, Teacher

In the beginning, my story was boring. But, as I progressed through the writing, it started to be easier to write. Suddenly a whole flow of ideas came to me about how the story should continue. It began to be harder to choose from all of these ideas. Finally, I picked the plotline that seemed the most interesting.

The classroom activity that helped me the most was the one about our values and how to choose them. This activity gave a certain direction to my story.

Now, after I authored a story of my own, I understand how tough the "art of writing" is. Writing is not just throwing random words and hoping the story will be good. Writing has to do with expressing your opinions and feelings. Writing takes a lot of thinking— thinking about the plot and about the dialogues. Each of these has to be perfect for a good story.

- Amit Herschkovich

I wrote my story based on the activities we did in class, and from past experiences of story writing I had in school and when I learned for two years in the U.S.A. I wrote the story mostly in one day, other than the assignments we needed to complete earlier. Also, I drew all the pictures and put the book together in one day, so I created the story in concentrated work periods. I think that way of work is good for me, because then I can concentrate on the story and create it with the same point of view all the time. All in all, I had a great time writing the story.

The classroom activity that helped me the most was splitting the story to chapters and writing, in short, what they are. Until then, I only had a blurry image of the story in my head with many ideas to put in it. Thanks to that activity, I finally had it organized. Also in my opinion that activity was the first activity that helped to write the story itself, and not only the key elements like values and characters.

Although I did have story writing experiences, this story changed my understanding of story writing. Unlike the other stories I wrote, this one was longer and its writing process was more complicated. This mainly made me realize that I can write stories better than I thought. But even with all of this said, I still don't see my career as a writer. Nevertheless, I still had a great time.

Dr. Kleinfield

Child Soldiers

In the Democratic Republic of the Congo

Noah Earland, John Berglund, and Graham Roberts

Thesis: The instability of the Democratic Republic of the Congo amplifies the necessity and number of child soldiers

First Hand Account

"I am convinced now ... that the lives of Congolese people no longer mean anything to anybody. Not to those who kill us like flies, our brothers who help kill us or those you call the international community.... Even God does not listen to our prayers any more and abandons us."
 ('Democratic Republic of Congo Profile.')



"Children Playing the Game of War" by Jacky Naegelen

Rebel Opinions

March 23 Movement (M23)- Believed to be supported by Rwanda and Uganda
 Entered the scene in the fall by capturing the provincial capital of Goma (pulled out after international pressure increased in area)
 Have also been backed by the Mai Mai (which is known for its extreme use of children soldiers)
 -("Democratic Republic of Congo Profile.")

UN Opinions

UN forces: want to put an end to rebel forces, who have been known to be supported by neighboring Rwanda and Uganda, which have been terrorizing citizens of the DRC. (Gettleman)

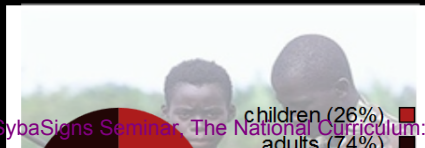
DRC Government Opinions

DRC/, FDLR forces in Congo, and Mai-Mai militias working together to uphold stability in the Congo area. In addition, Ugandan forces have recently deployed along the border to the Congo to contain the M23 threat.
 ("Democratic Republic of Congo Profile.")

Children in the Conflict

Current estimates place the amount of child soldiers at more than one fourth of all troops currently engaged in DRC combat. (Child Soldiers International-"Congo".)

Number of Child Soldiers in DRC (thousands) by year



CHAD-SUDAN CONFLICT

CIVIL WAR IN CHAD AND SUDAN CONFLICT IN DARFUR REGION

THESIS

Unless issues with government corruption and sectarian violence are solved, the countries of Chad and Sudan will never fully develop. They must also work together to respect each other's national sovereignty in order to promote regional peace.




OMAR-AL-BASHIR
President of Sudan



IDRISS DEBY
President of Chad



MAHAMMAT NOURI
Leader of the Union of Forces for Democracy and Development



Infographics

- <http://piktochart.com/>
- <http://visual.ly/>
- <http://www.easel.ly/>

Animoto



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<http://animoto.com/play/jaHkk2I4MxyG6ou4gRD25Q>

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Created 3 months ago by Helen Stower



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Animate your photos in seconds.

Get Started

Video presentations

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Weather broadcast 3

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Central Elementary School
McCook, NE

Video Description
weather broadcasts

Uploaded by gkorus at Central Elementary School | May 02, 2011 273 Views



<http://www.schooltube.com/organization/169123/>

Personal Technology Toolkit



Personal Technology Toolkit

“that suite of information and communication technologies an individual uses on a regular basis to complete specific tasks, whether for personal or school use. The toolkit consists of an individual’s own personal collection of preferred technology tools, where each of the technologies in this collection have been trialed, evaluated and then selected as the preferred tool over other tools available to complete the same task.”

(Hay PhD research, 2013)

Personal Technology Toolkit

include techniques

“Student’s individual, customised collection of preferred technology tools and techniques that he or she uses on a regular basis to complete a range of school and/or personal information, communication and learning tasks.”

(Hay PhD research, 2013)

The NMC Horizon Project identifies and describes emerging technologies likely to have a large impact on teaching, learning, research, or creative expression within education around the globe.



2011

Time-to-Adoption Horizon: One Year or Less

- > **Cloud Computing**
- > **Mobiles**

Time-to-Adoption Horizon: Two to Three Years

- > **Game-Based Learning**
- > **Open Content**

Time-to-Adoption Horizon: Four to Five Years

- > **Learning Analytics**
- > **Personal Learning Environments**

Personal learning environments '11

PLEs refer to student-designed learning approaches that encompass different types of content — videos, apps, games, social media tools, and more — chosen by a student to match his or her personal learning style and pace...

The goal is for students to have more control over how they learn, and for teachers to set expectations that their students will be more engaged in understanding and applying their learning strategies....

many educators see PLEs as having considerable potential to engage students in ways that best suit their individual learning needs. (p. 8)

2012

Time-to-Adoption Horizon: One Year or Less

- > **Mobile Devices & Apps**
- > **Tablet Computing**

Time-to-Adoption Horizon: Two to Three Years

- > **Game-Based Learning**
- > **Personal Learning Environments**

Time-to-Adoption Horizon: Four to Five Years

- > **Augmented Reality**
- > **Natural User Interfaces**

Personal learning environments '12

Over the past year, the definition of PLEs has transcended its original ties and dependence on learning management systems... as smartphones, tablets, and apps have begun to emerge as a compelling alternative to browser-based PLEs and e-portfolios.

Personal learning environments (PLEs) have come to refer to any collection of resources and content that students have chosen to use in directing their own learning, at their own pace...

The goal is for students to have more control over how they learn in school, just as they do at home, and for teachers to set expectations that their students will be actively engaged in designing and supporting their own learning strategies. Personal learning environments rely on enabling technologies, especially cloud computing and mobile devices, that make the learning environment portable, networked, and personally relevant. (p.5)

2013

Time-to-Adoption Horizon: One Year or Less

- > **Cloud Computing**
- > **Mobile Learning**

Time-to-Adoption Horizon: Two to Three Years

- > **Learning Analytics**
- > **Open Content**

Time-to-Adoption Horizon: Four to Five Years

- > **3D Printing**
- > **Virtual and Remote Laboratories**

Personal learning environment is mentioned just once!

Reasons for choosing a technology

- Accessibility
- Ease of use
- Familiarity
- Return on investment (ROI)
- “Convenience”
(combination of some or all of the above)
- Utility
- Time pressures
- Experience
 - Previous
 - Successful
 - Regular

(Hay PhD research, 2013)

A combination of factors can underpin a student's decision to use a particular technology...

“And it’s also why, because the wiki, because I’d used it before, I knew how to set it up quickly, I just did it really fast, and I had it all there. So I suppose that’s what, with technology I’m used to, or the technology anyone’s used to, it’s so much easier when they hit, I don’t know, a pressure situation you could call it, or a situation where they need to work fast, you’ve got it all set up, you don’t want to have to go through new technology and then discover all the glitches, you want to work with something that’s familiar.”

(Hay PhD research, 2013)

Student' can be critical users in terms of the functionality of a particular technology tool...

“I'd used a wiki before... But in my opinion, it didn't really help. Like, I could have just used Word and stuff, like I always have, and I would have been fine.”

(Hay PhD research, 2013)

Types of tools in a PTK

- Email – used for communication between student/teacher/TL, transferring files to/from school/home
- Instant messaging – used to communicate with other students individually or in groups (viewed as more immediate than email).
- Web browsers – used to locate and collect web resources and websites as bookmarks (eg. Internet Explorer Favourites, Firefox Bookmarks)
- Search engines – used to search for information and websites (students used Google used as their ‘default’ SE – supported by numerous studies)
- Library catalogue/databases – used to locate school library collection and full-text databases

(Hay PhD research, 2013)

Types of tools in a PTK

- Web proxies – used to access web resources and websites blocked from the school's filtering system
- Microsoft Office tools – used Word, Excel and/or Powerpoint as information collection, knowledge building and presentation tools
- Presentation software – used to create presentations to supplement Office tools, eg. Microsoft Photostory, Moviemaker
- Printer – used to print work out for editing purposes, seeking feedback from others, and to publish final project documentation
- Online survey tools – used to design surveys and polls
- Other Web 2.0 tools – for either educational or personal use, eg. MySpace, Facebook, Bebo, YouTube

(Hay PhD research, 2013)

Technologies used for PIPs

Student01

Wiki
Web browser and search engines
Web browser bookmarks
EBSCOhost full-text journal database
Online survey tool (*SurveyMonkey*)
Word processor
YouTube (inserted *YouTube* video in his wiki)

Student03

Wiki
Web browser and search engines
Library catalogue
Word processor

Student07

Wiki
30boxes.com (Web 2.0 calendaring tool used as a widget as part of pb.wiki platform)
Web browser and search engines
EBSCOhost full-text journal database
Email
Microsoft Word
Microsoft Excel (to create tables/graphs for written report)
Microsoft Photo Story (to create Windows Media Movie file inserted as an object in a Powerpoint file)
Instant messaging

Student02

Blog (created this but stopped using early in project)
Wiki
Web browser and search engines
Proxy websites
Web browser bookmarks
Email
Instant messaging
Powerpoint
Photosharing website (*Photobucket.com*)

Student04

Wiki
Web browser and search engines
EBSCOhost full-text journal database
Microsoft Word
Email
Instant messaging

Student08

Blog
Wiki
Web browser and search engines
Proxy websites
Microsoft Word
Microsoft Excel (to create tables/graphs for written report)
Microsoft Powerpoint
Social bookmarking (*Delicious*)

(Hay PhD research, 2013)

Implications and recommendations



Do we have to use a wiki, Miss?

- While not exhaustive, teachers & TLs can use the 7 broad functions as a framework to discuss the complexities associated with Web 2.0 tools, ie. many of these have more than one function
- Build on this framework to help articulate the complexity of additional Web 2.0 tools with regard to breadth of functionality and utility
- When explaining this potential, refer to reasons for student choice or preference for technology use – you need to think of these reasons as a form of ‘currency’ (ie. tap into what students value) in terms of ease of use, convenience, accessibility, utility, ROI etc
(Hay PhD research, 2013)

Acknowledging existence of students' PTTs

- Just because the learning across curriculum areas is segregated, does this mean that students' use of technology tools has to be too?
- PTT implies a level of critical evaluation, personal ownership and explicit preference in adopting and using those technologies that an individual student has in their toolkit
- Teachers and TLs need to respect student preference and gain an understanding of the reasons behind student choice in adopting or eliminating a particular technology
- BUT we also need to find ways to help some students consider expanding or revising their PTTs

Expand focus of ICT integration

- We need to shift our approach to ICT integration in schools beyond curriculum planning, and assessment and reporting levels in terms of students' skill development that are controlled, or generated by the system and teachers
- Highlights technology use and adoption at the individual student experience level
- Employing an inquiry learning process & guided inquiry approach allows us to focus on individual student experience
- When introducing new technology tools to a student or class, teachers and TLs need to be mindful of students' existing, complex mix of tools in their PTT – the utility of the new technology needs to be considered when it is being introduced to students

(Hay PhD research, 2013)

And as digital citizens, they are now beginning to develop their own personal technology toolkit at a young age...



Personalisation & Customisation

- We need to include students in this approach to ICT integration, i.e. taking responsibility for their own mapping in terms of the development of their PTT
- The concept of developing students as independent learners needs to be made more explicit in practice, eg. when looking at the development of an individual student's PTT, this requires student input at the inquiry project planning level to ensure student's needs are being addressed
- Diagnosis becomes a point of critical intervention at the project planning phase to support the development of a student's PTT

(Hay PhD research, 2013)

Inquiry Learning in a Web 2.0 World



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PLANNING for INQUIRY



Search

acara AUSTRALIAN CURRICULUM, ASSESSMENT AND REPORTING AUTHORITY

Home F-10 Curriculum Senior Secondary Curriculum Student Diversity Consultation Print/Download

Welcome to the Foundation to Year 12 Australian Curriculum online



The Australian Curriculum

The development of the Australian Curriculum is guided by the Melbourne Declaration on Educational Goals for Young Australians, adopted by the Ministerial Council in December 2008. The Melbourne Declaration emphasises the importance of knowledge, skills and understandings of learning areas, general capabilities and cross-curriculum priorities as the basis for a curriculum designed to support 21st century learning.

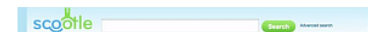
The F-10 Australian Curriculum sets out the core knowledge, understanding, skills and general capabilities important for all Australian students. It describes the learning entitlement of students as a foundation for their future learning, growth and active participation in the Australian community. It makes clear what all young Australians should learn as they progress through schooling. It is the foundation for high quality teaching to meet the needs of all Australian students.

ACARA has developed the Australian Curriculum in consultation with states and territories. Education Authorities in each state and territory have responsibility for implementation of the Australian Curriculum and for supporting schools and teachers.

Guided tour



Digital resources supporting the Australian Curriculum



Integrating Guided Inquiry and Web 2.0 into the Australian Curriculum

PLANNING A GUIDED INQUIRY UNIT - TEMPLATE

Integrating Guided Inquiry and Web 2.0 into the Australian Curriculum

Year level:

Learning areas: identify relevant parts of the achievement standard

Inquiry focus: topic of the inquiry unit (as a statement or essential question)

Summary of task: provide detail of the unit – student outcomes, how are students to approach the topic, individual/group/class-based tasks, etc

Learning area skills: list all inquiry skills from learning area ‘content descriptions’ to be addressed

Cross curriculum priorities: list how this unit addresses one or more cross curriculum priorities

General capabilities: list the general capabilities to be addressed

Assessment: list tasks/process/products to be assessed and list the criteria used to assess

Guided Inquiry Design Framework	
Open	Invitation to inquiry Open minds Stimulate curiosity
Immerse	Build background knowledge Connect to content Discover interesting ideas
Explore	Explore interesting ideas Look around Dip in
Identify	Pause and ponder Identify inquiry question Decide direction
Gather	Gather important information Go broad Go deep
Create	Reflect on learning Go beyond facts to make meaning Create to communicate
Share	Learn from each other Share learning Tell your story
Evaluate	Evaluate achievement of learning goals Reflect on content Reflect on process