Inquiry Learning in a Web 2.0 World

LYN HAY
School of Information Studies
Charles Sturt University

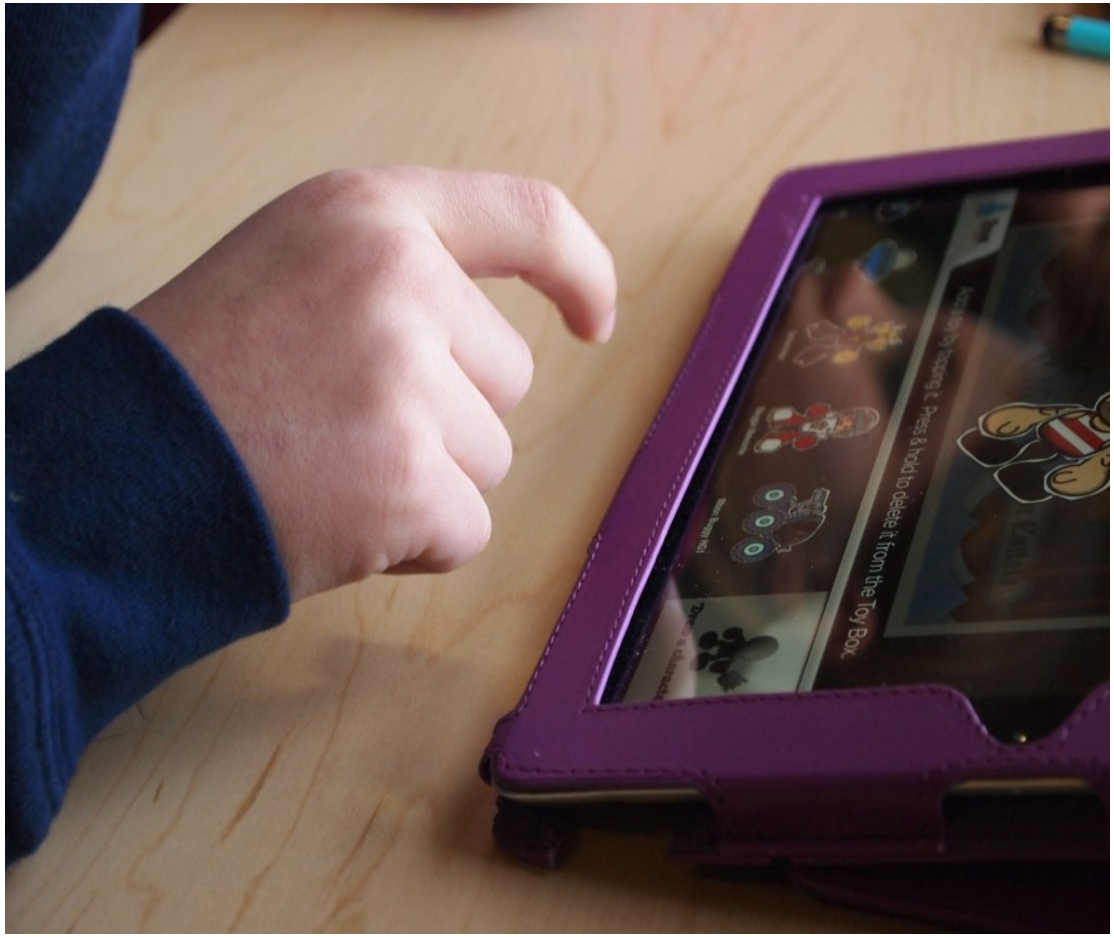
Most powerful learning tools

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

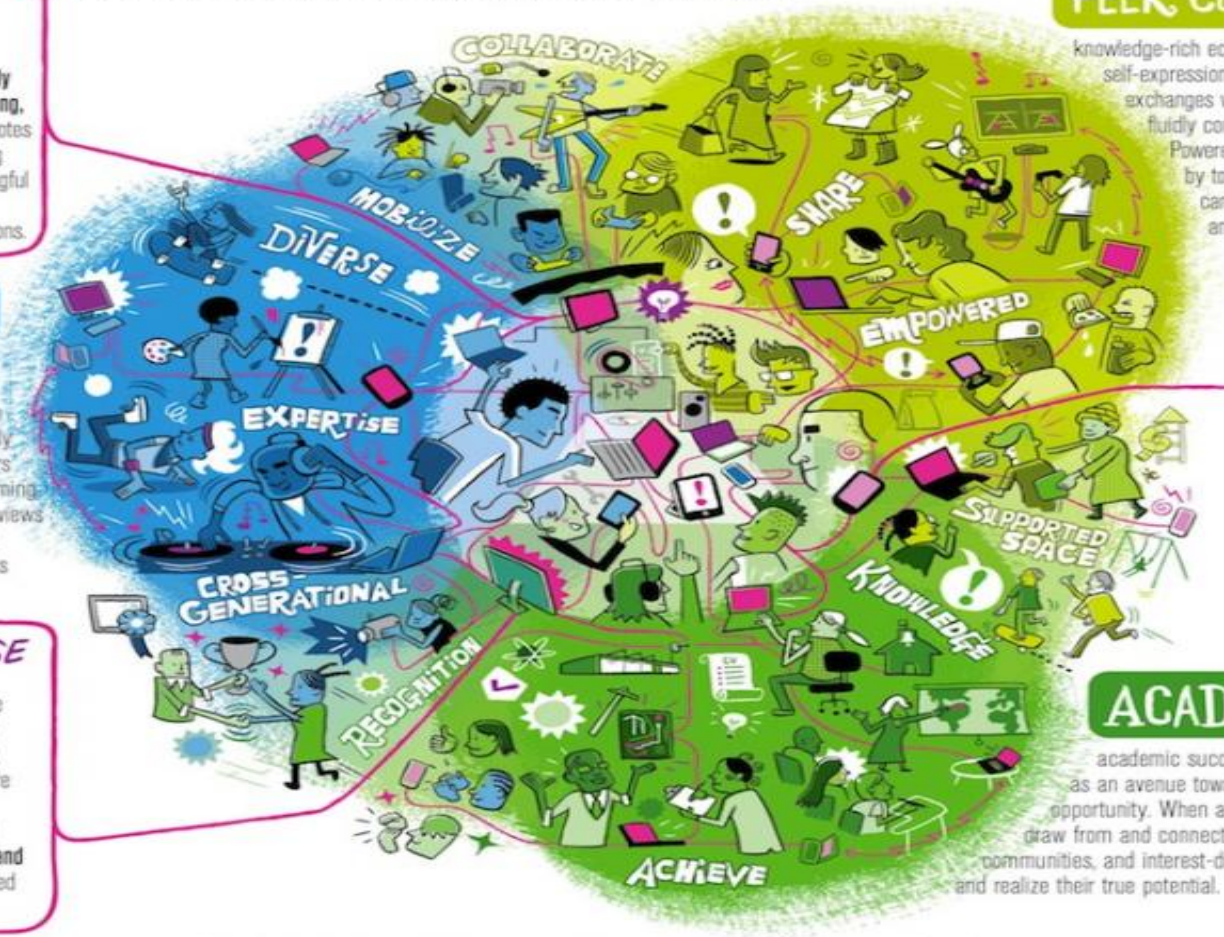
Connected learning prizes the learning that comes from **actively producing, creating, experimenting, and designing**, because it promotes skills and dispositions for lifelong learning, and for making meaningful contributions to today's rapidly changing work and social conditions.

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.

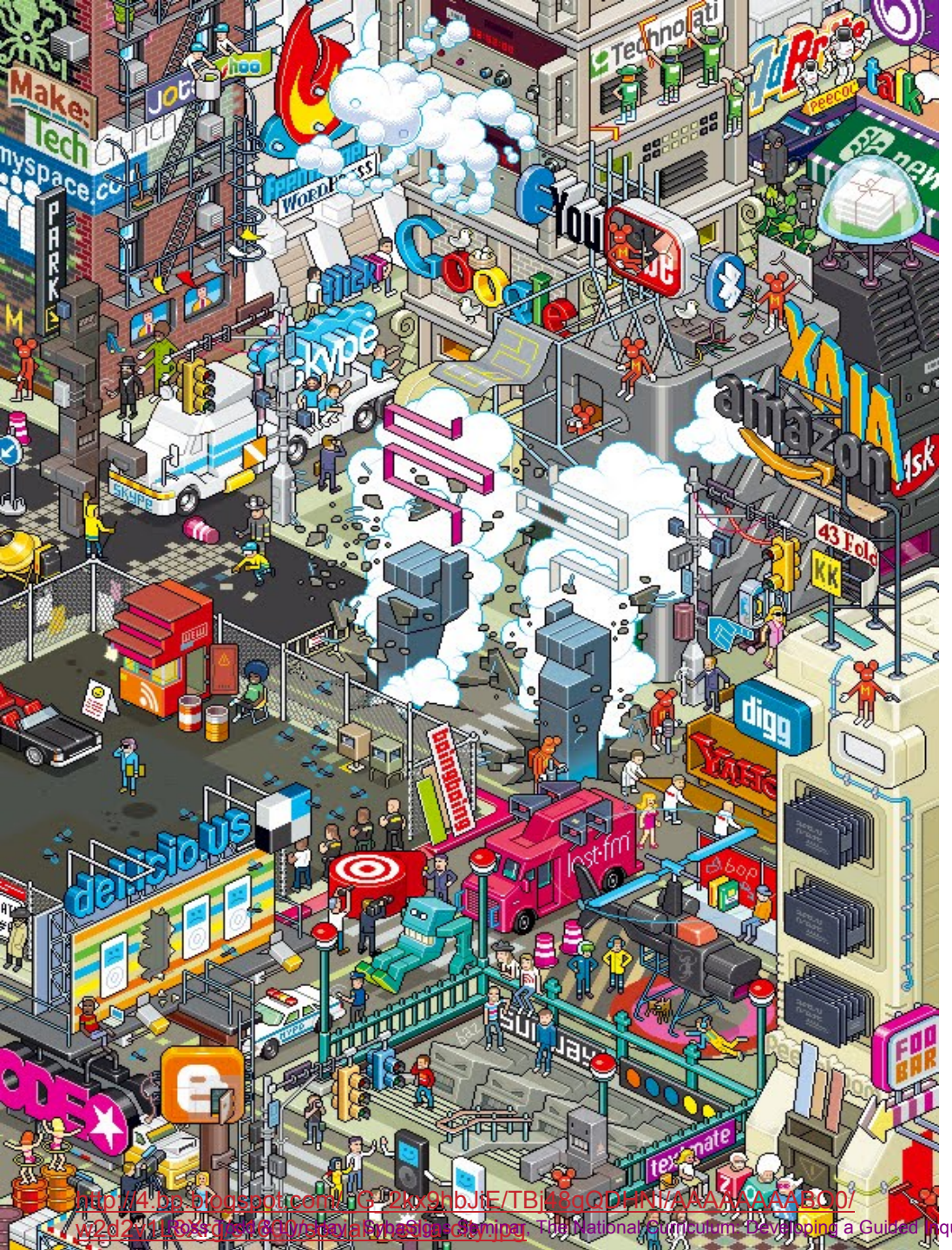
ACADEMIC

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 Dachis Group

CC BY 3.0 http://connectedlearning.tv/infographic



Navigating the Web 2.0 landscape

http://4.bp.blogspot.com/_ID_2hx9hbJtE/TBj48gQDHfI/AAAAAAAABG0/
yv2d2ZLLBoss/dsc4&Lyn+Hay+Jay+Designs+Jumpar, The National Curriculum: Developing a Guided Inquiry & Web 2.0 Approach – Sydney, 21 June 2013

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

http://c4lpt.co.uk/directory-of-learning-performance-tools/

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 *Free Tool*

Personal calendaring tools

For many more calendaring tools, see also: Social Calendarng Tools

FREE Deadline : Simplest calendar every made. *Hosted*

FREE Google Calendar : Online calendar. *Hosted*

FREE Lightning : Brings the Sunbird calendar to the popular email client, Mozilla Thunderbird and the SeaMonkey internet application suite. *Download*

FREE 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

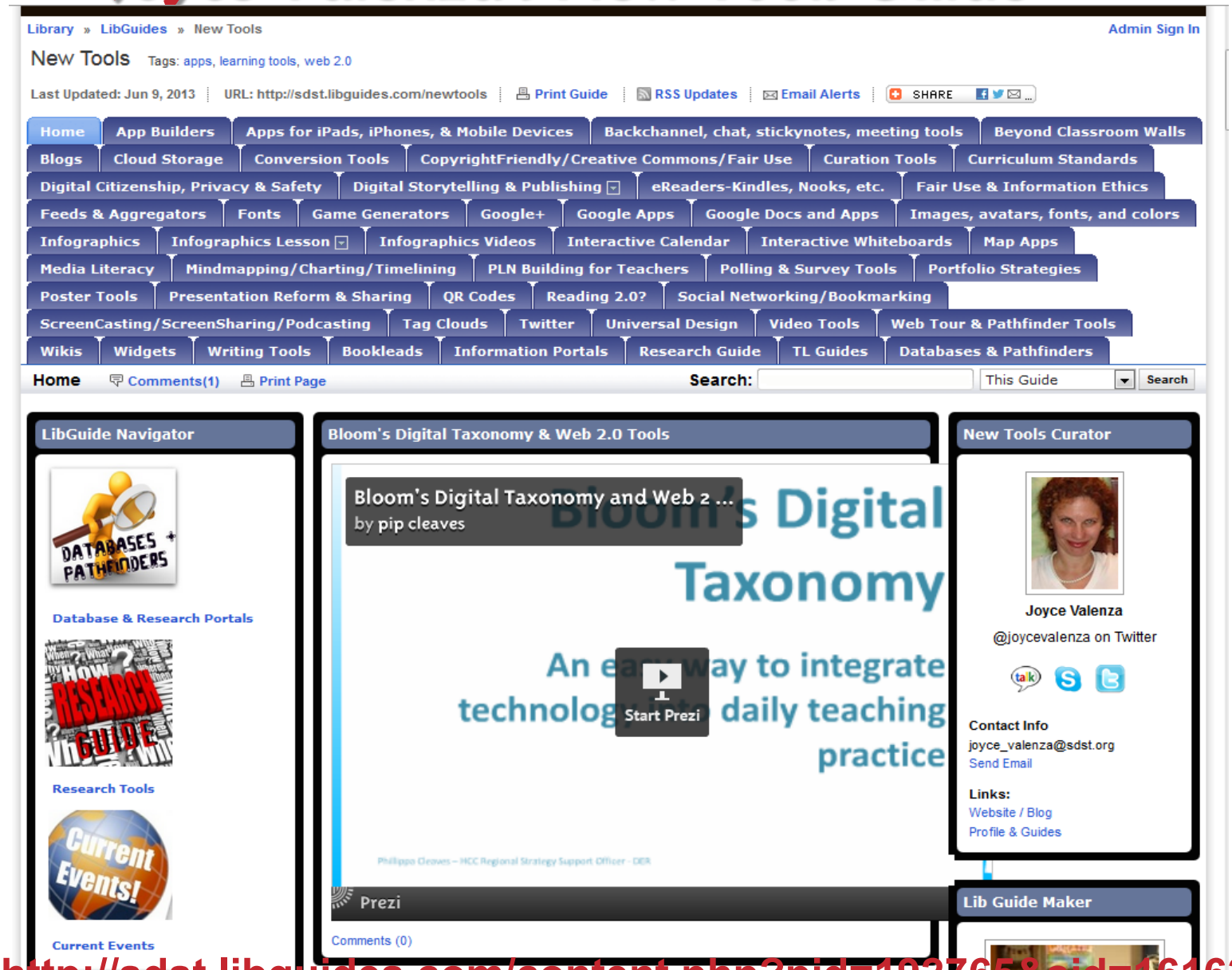
FREE Alerts.com : The information you want when and where you want it. You're in control. *Hosted*

FREE 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*

FREE 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



http://sdst.libguides.com/content.php?pid=192765&sid=1616356

http://android4schools.com/

The Pursuit of Technology Integration Happiness

Home | About Me | Intriguing Articles | English Resources | Mathematics Resources | Science Resources | Social Studies Resources | Elective Subjects Resources | Web 2.0 Resources

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
Writeboard - 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
DROPitTOme - Securely receive files from DropBox
Box.net - Online File Sharing, management, and collaboration
Ge.tt - Simple File Sharing

Search For Your Happiness

Search

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 Tra

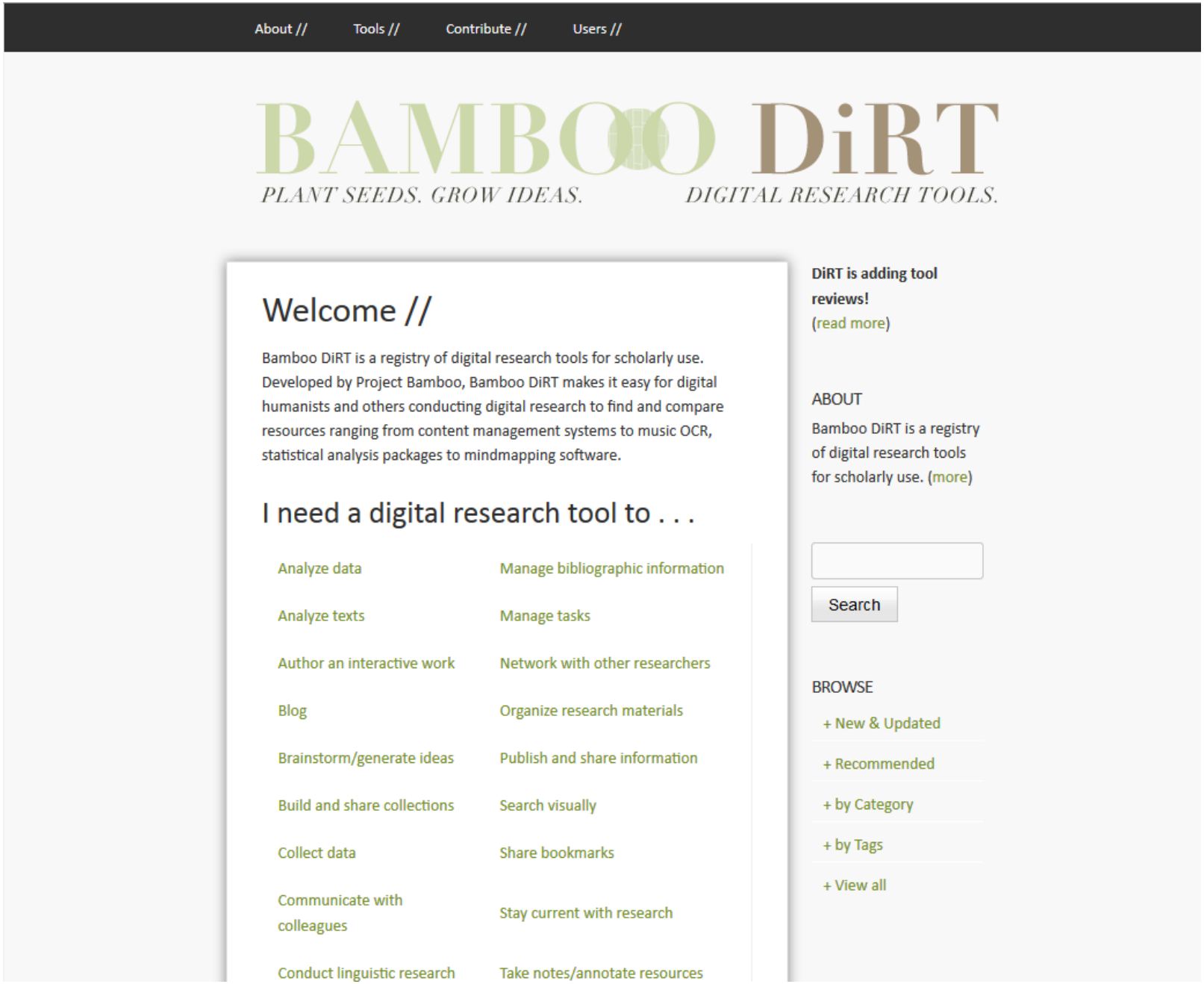
Subscribe to My Blog

Posts
All Comments

FOLLOW ME ON twitter

Michael Zimmer's blog

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



http://dirt.projectbamboo.org/

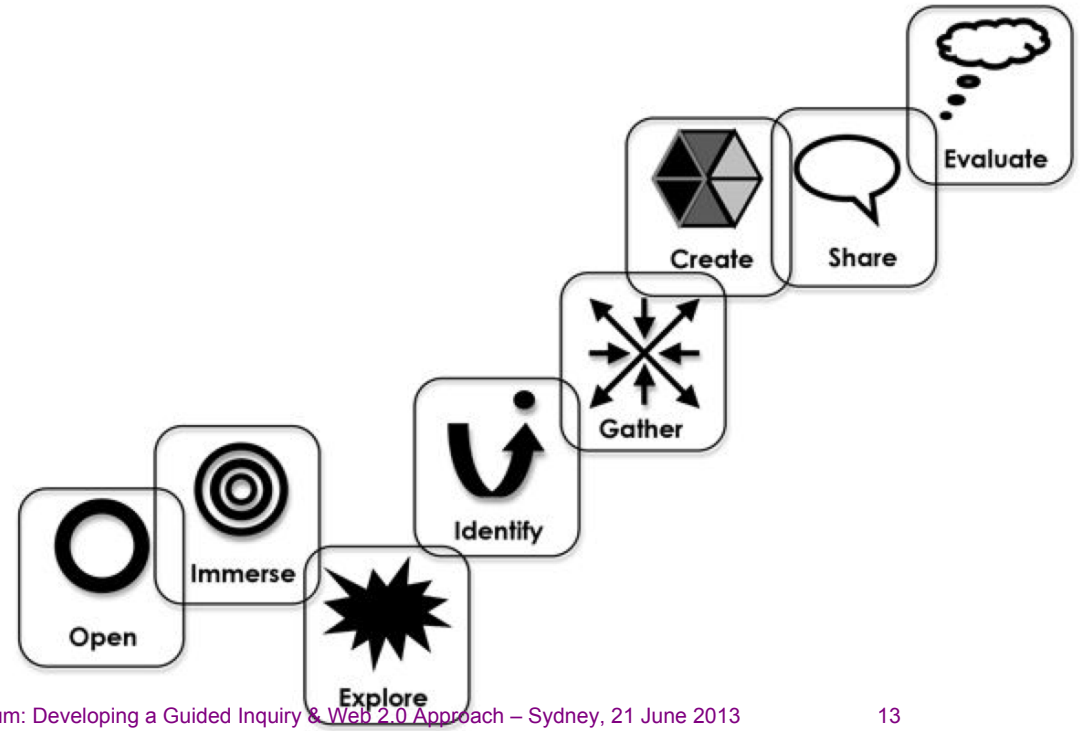
OPPORTUNITIES

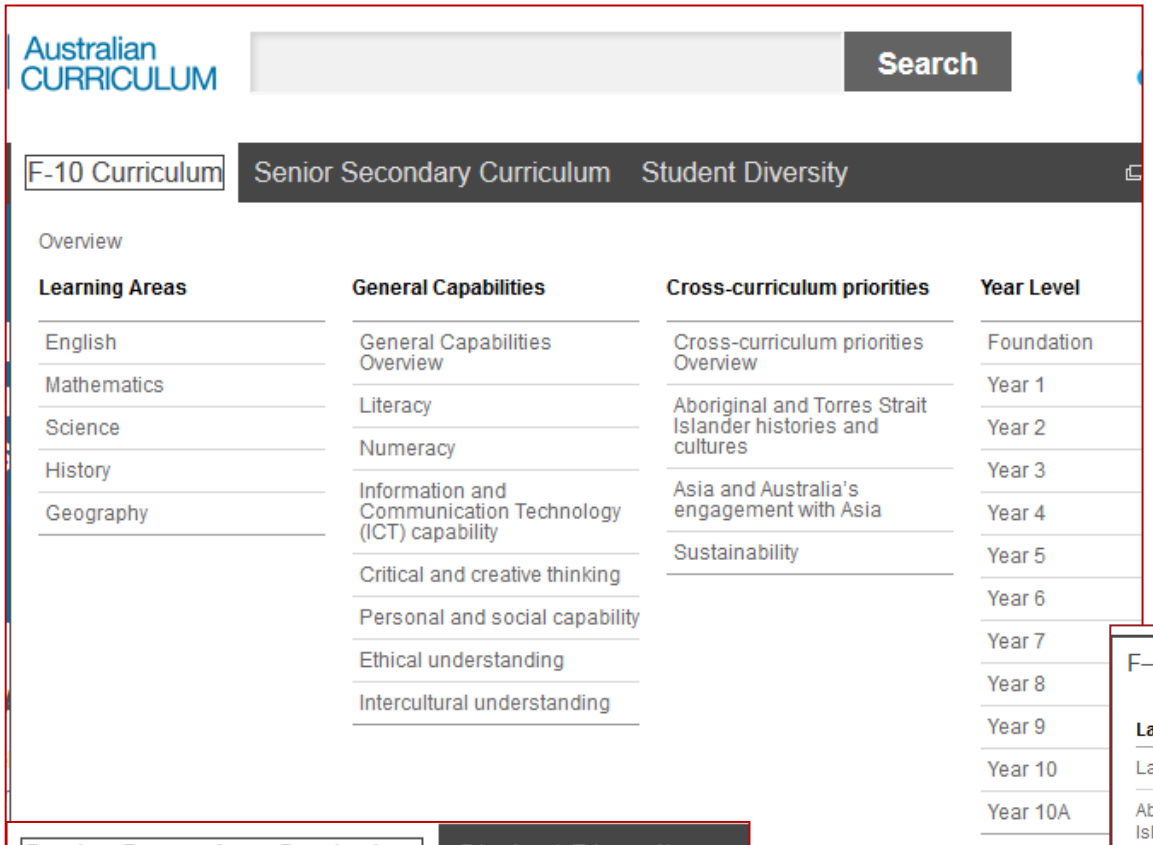
when inquiry goes digital

Purpose & inquiry design

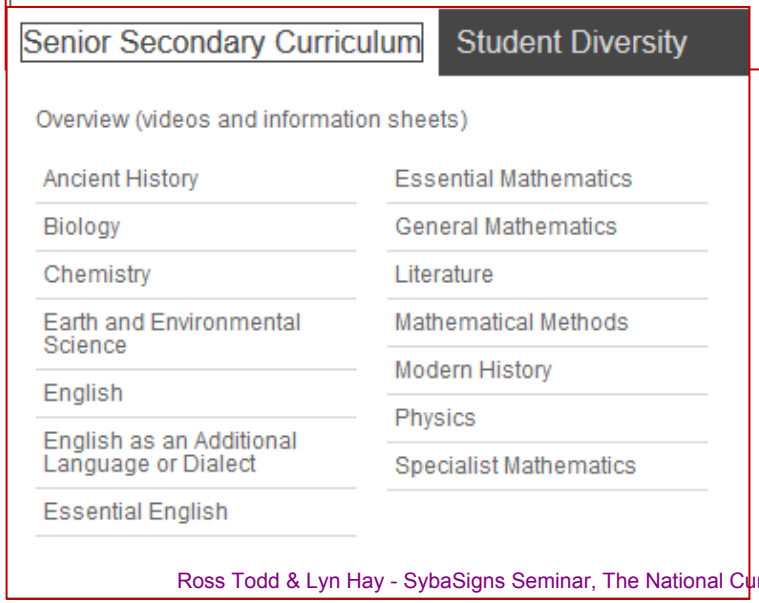
Tech tools can be used in different ways depending on purpose of inquiry unit:

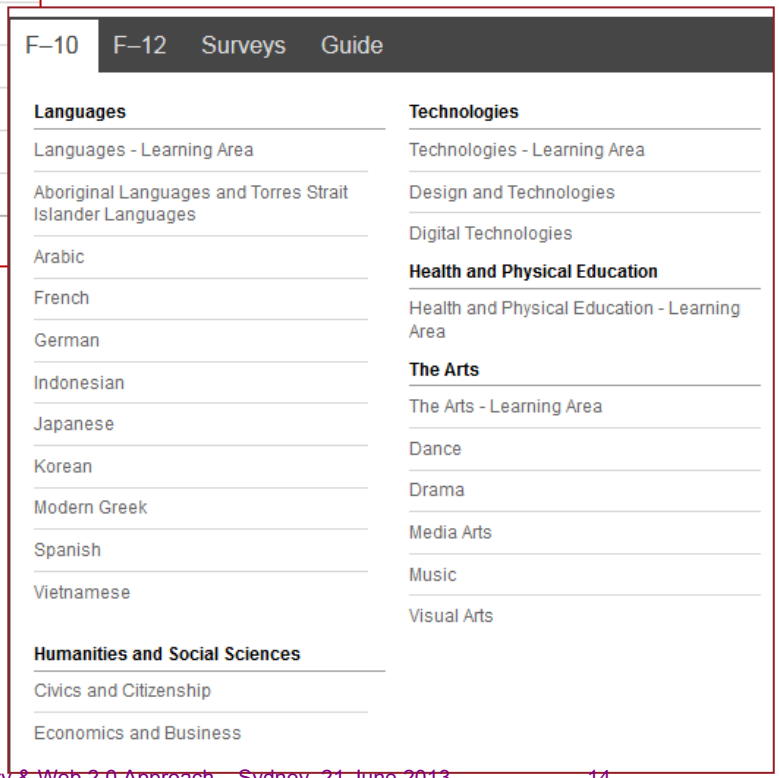
- Exploration
- Collaboration
- Integration
- Invention
- Consolidation




Australian CURRICULUM
Search
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

Australian CURRICULUM


Senior Secondary Curriculum
Student Diversity
Overview (videos and information sheets)
Ancient History
Biology
Chemistry
Earth and Environmental Science
English
English as an Additional Language or Dialect
Essential English
Essential Mathematics
General Mathematics
Literature
Mathematical Methods
Modern History
Physics
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
Humanities and Social Sciences
Civics and Citizenship
Economics and Business
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

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.

The Australian Curriculum

Draft Australian Curriculum: Technologies Foundation to Year 10

Design and Technologies	Digital Technologies
Design and Technologies knowledge and understanding	**Digital Technologies knowledge and understanding**
• the use, development and impact of technologies in people's lives • design concepts across a range of technologies contexts	• 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
Design and Technologies processes and production skills	**Digital Technologies processes and production skills**
• critiquing, exploring and investigating needs or opportunities • generating, developing and evaluating design ideas for designed solutions • planning, producing (making) and evaluating designed solutions	• 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

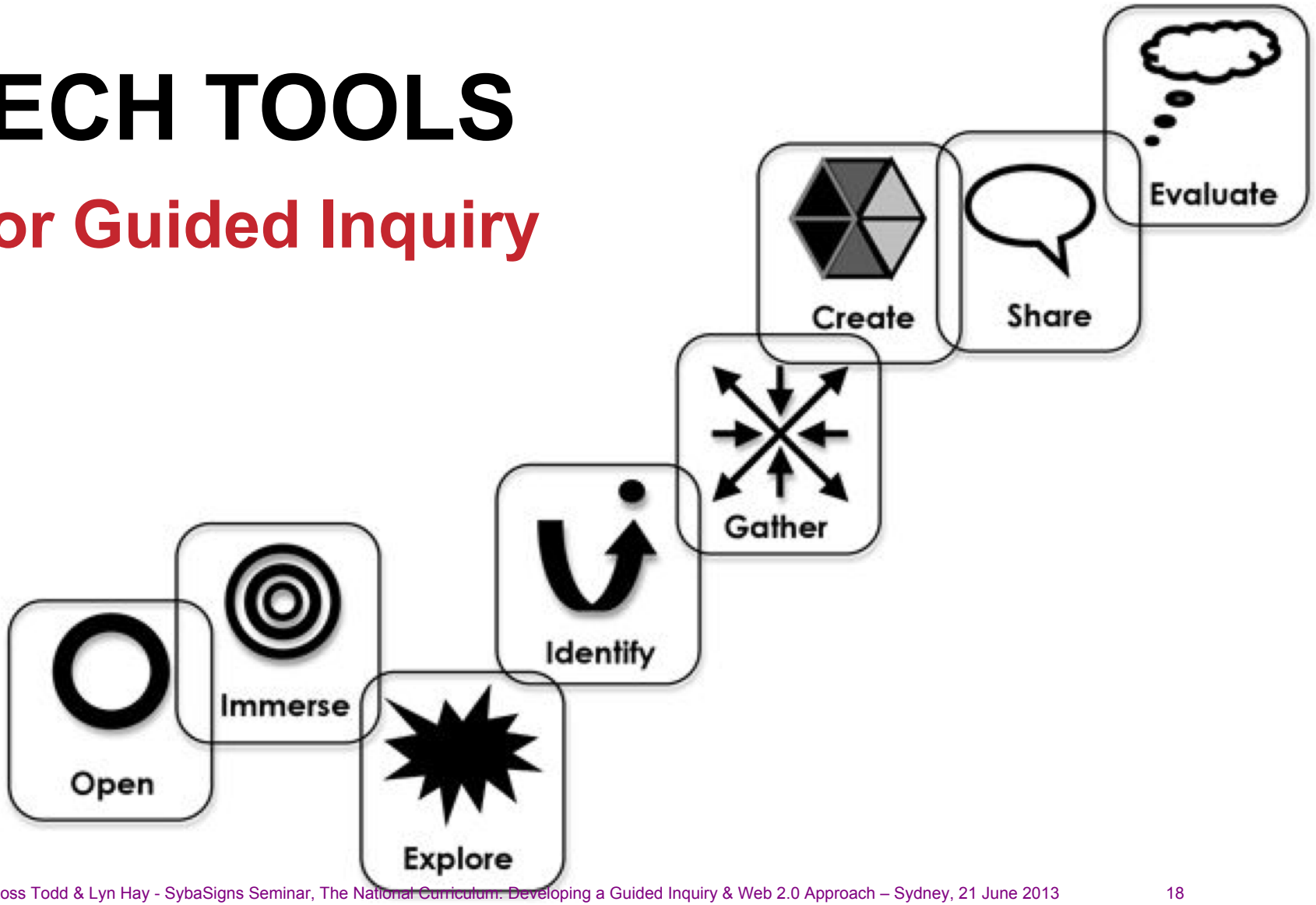
ICT capability

(one of the 7 general capabilities)

Organising elements of ICT capability

TECH TOOLS

for Guided Inquiry



Functionality of Web 2.0 technologies

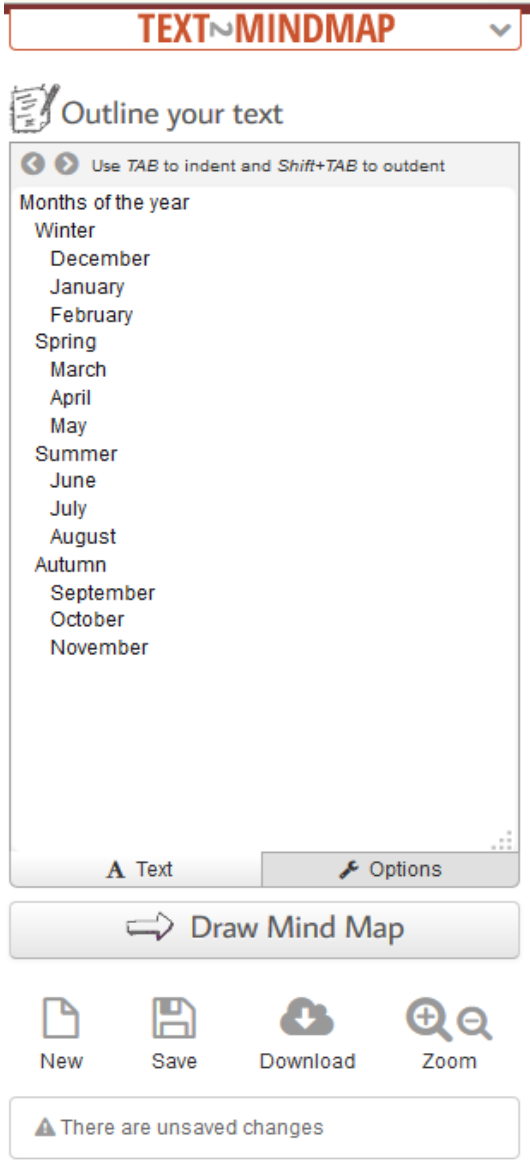
- information collection & 'repository' function
- a communication function
- a project management function
- a data collection & analysis
- a knowledge construction function
- a publishing function
- a self-reflection function

(Hay PhD research, 2013)

capture brainstorming, mapping, resourcing and be organised

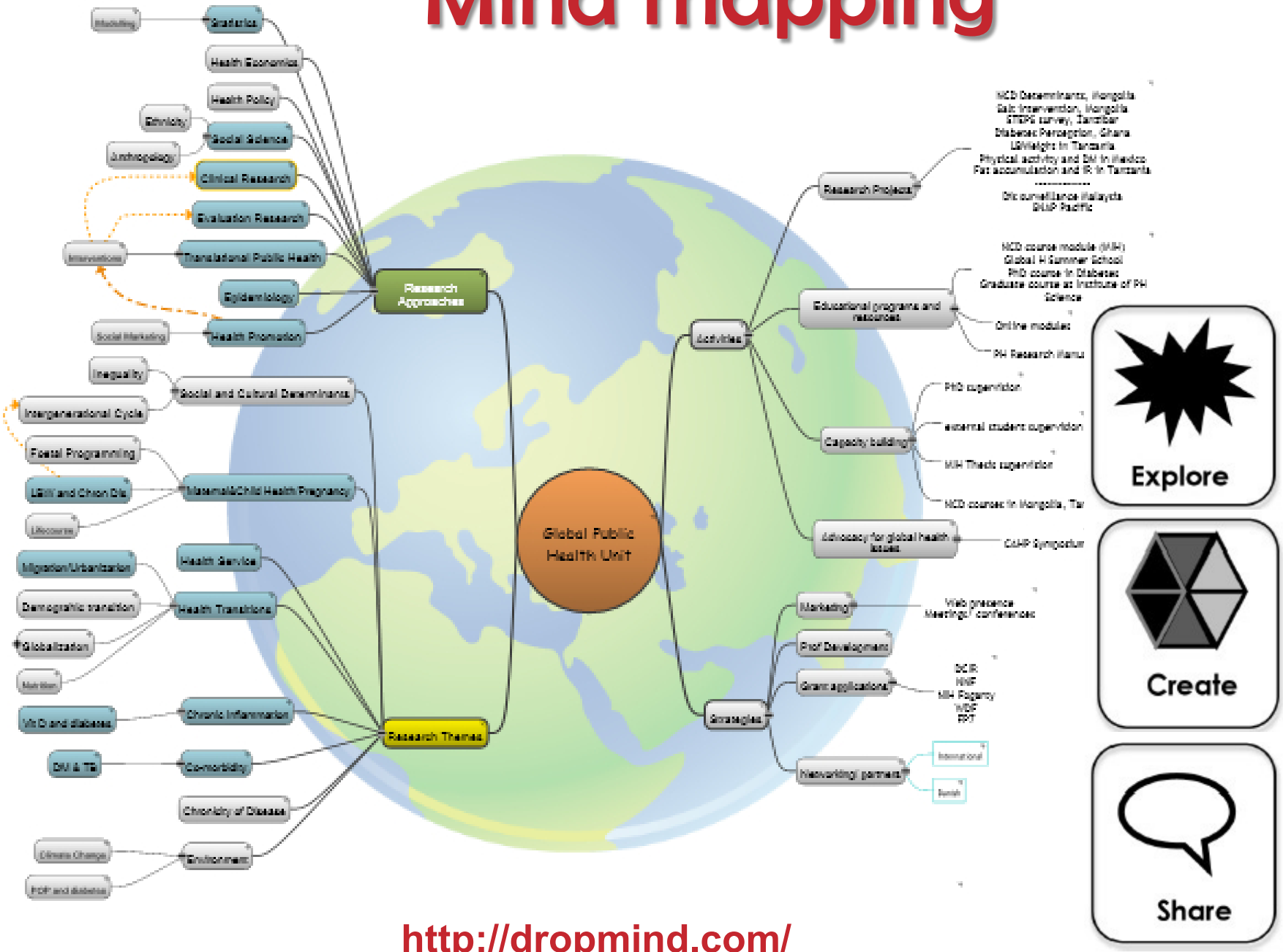
TOOLS FOR PLANNING

Mind mapping



http://www.text2mindmap.com/

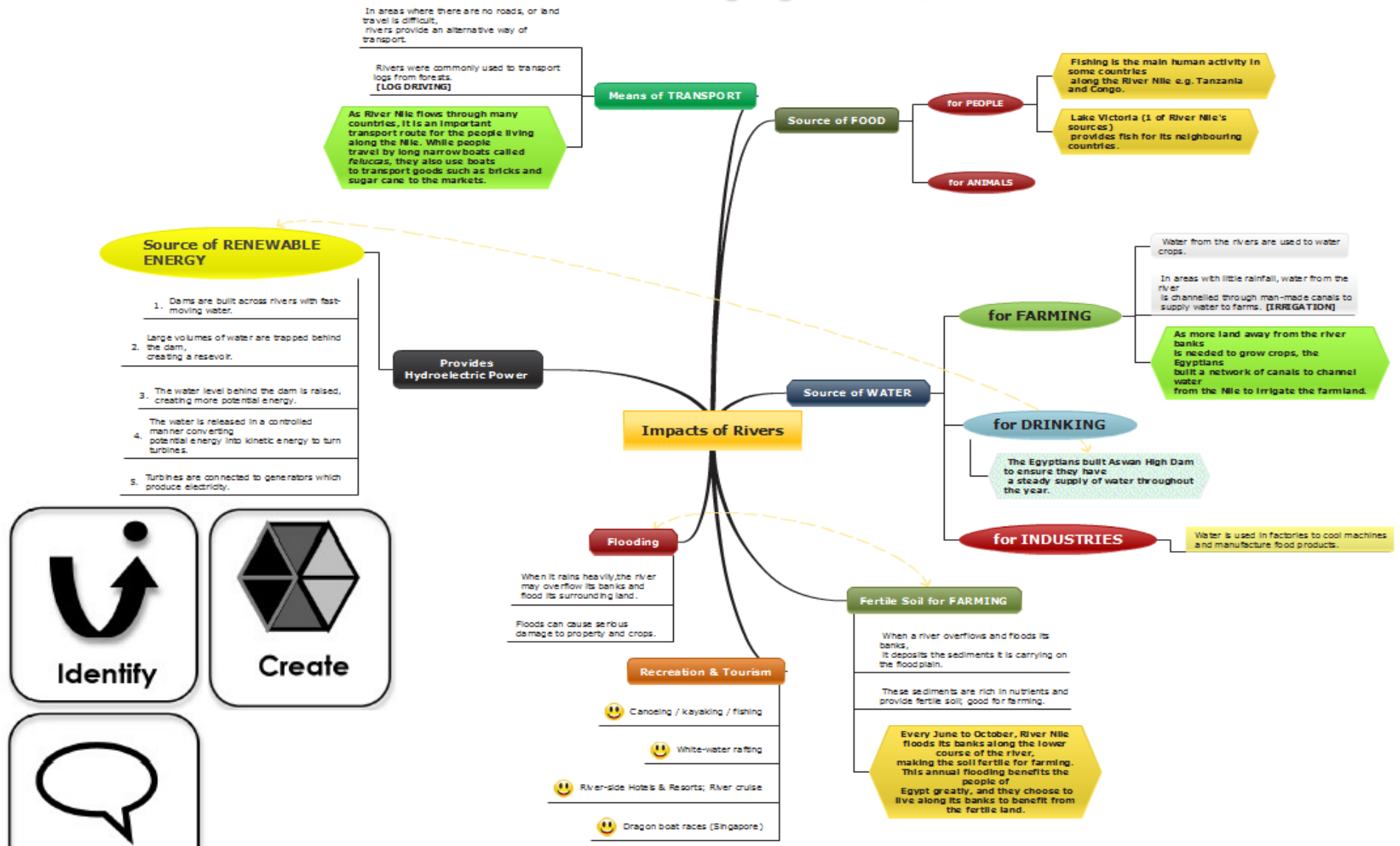
Mind mapping



http://dropmind.com/

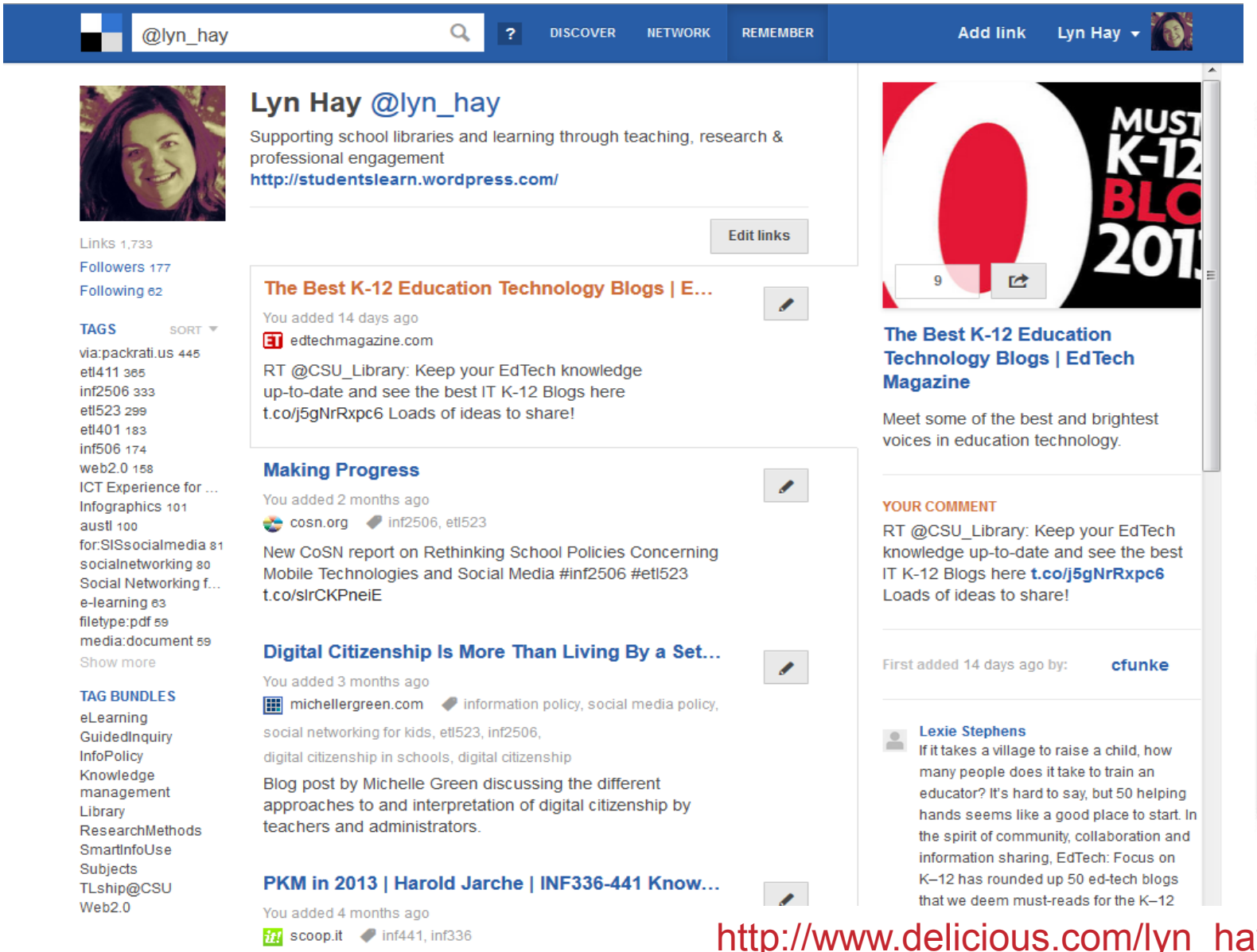
Resource mapping

Mind mapping

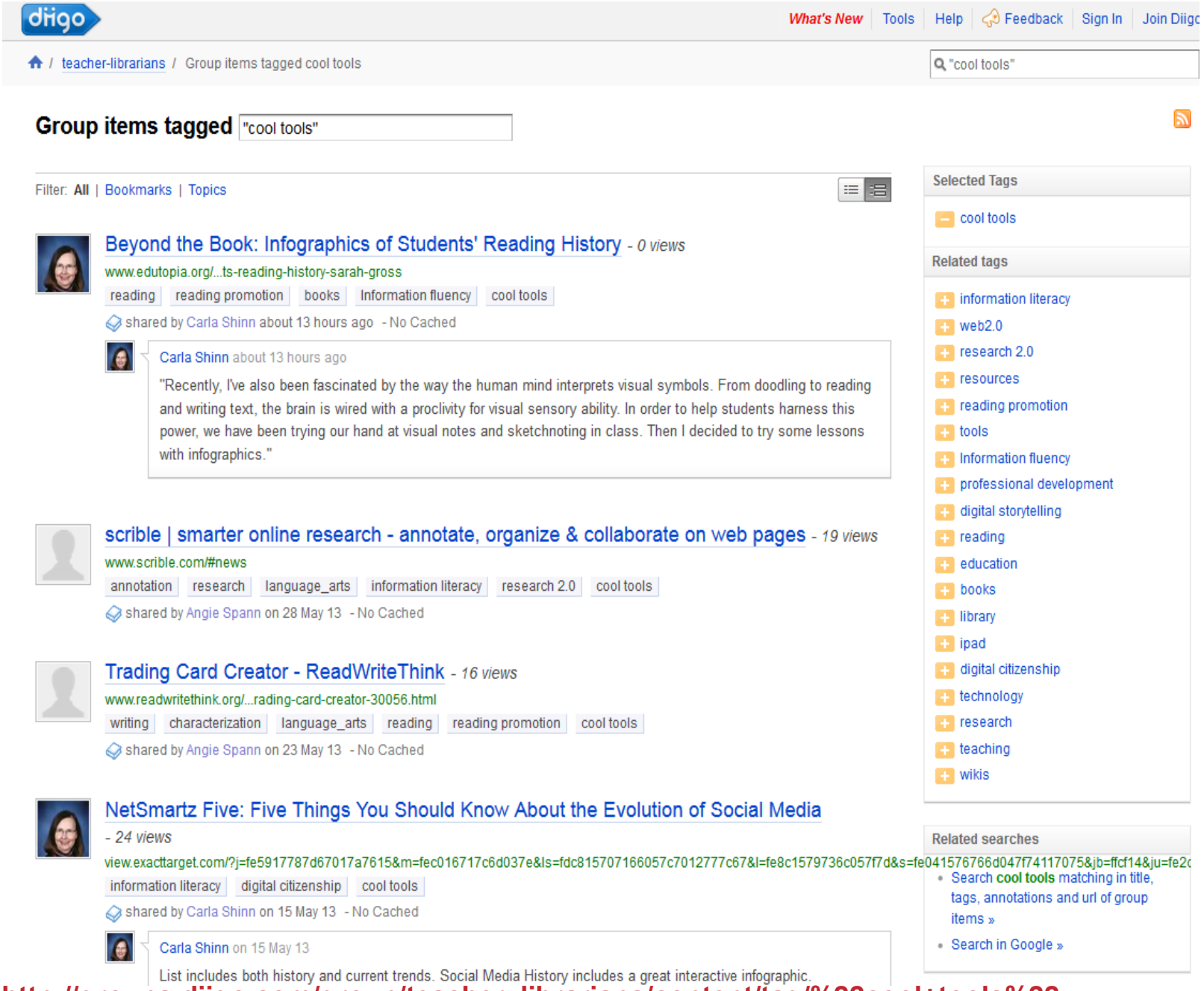


http://www.mindomo.com/mindmap/impacts-of-rivers-fd88449938de48489783c25558088ae9

Social bookmarking

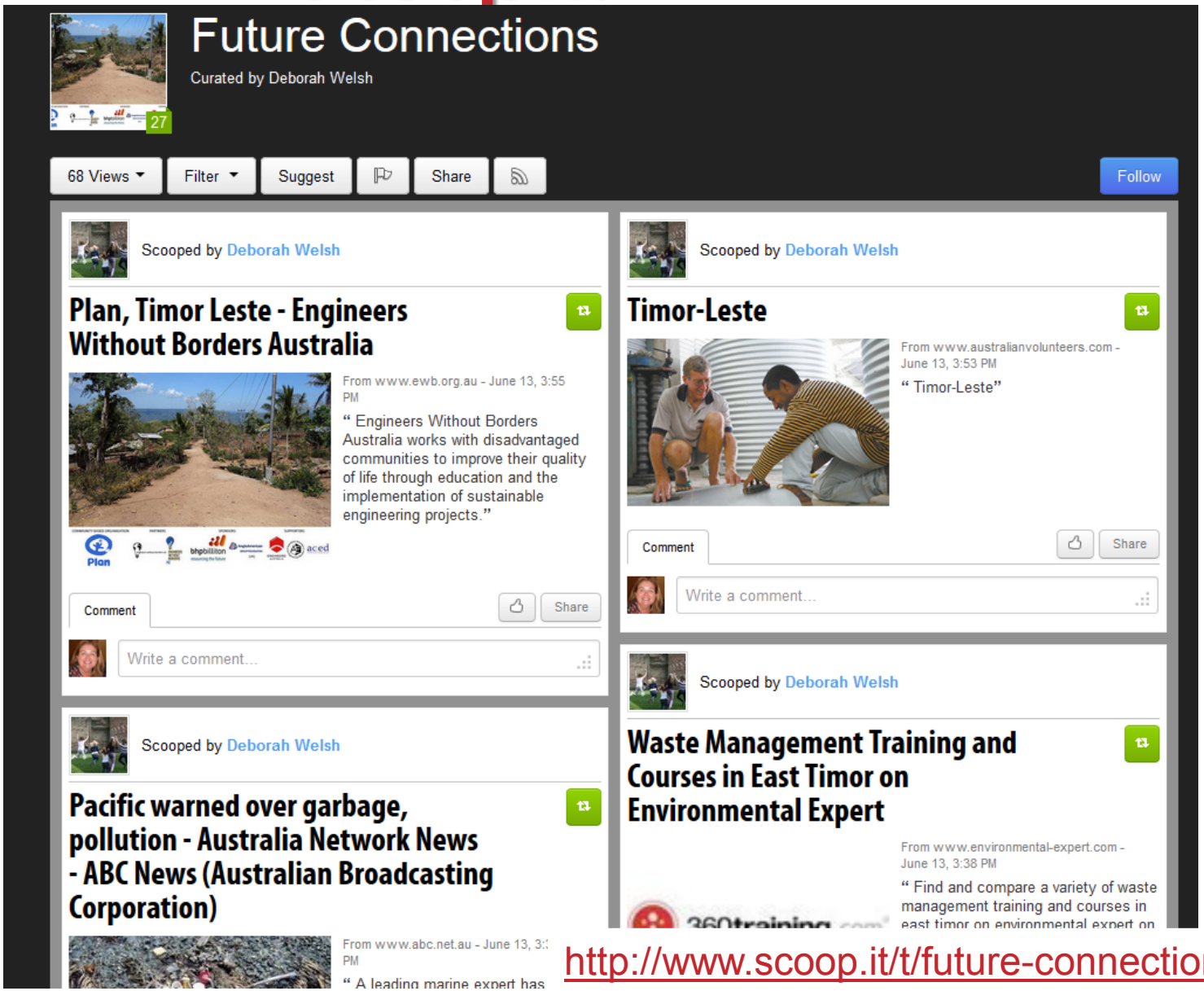


http://www.delicious.com/lyn_hay/



http://groups.diigo.com/group/teacher_librarians/content/tag/%22cool+tools%22

ScoopIt!



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

Search

Pinterest

lyn_hay

Technology in the Classroom

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

+ 2 | Unfollow Board | 155 Pins | 3,464 Followers

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

18 repins 5 likes

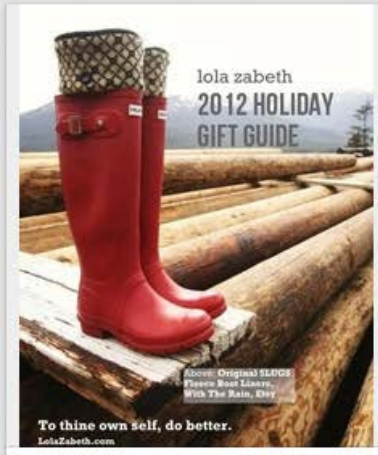
tes primary Repinned by TESPrimary

from ascd.org

My class have just started tweeting. Follow us @FHCY4

32 repins 3 likes

tes Repinned by TES Teaching Resources



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

Open

Immerse

Explore

Gather

http://pinterest.com/tesResources/technology-in-the-classroom/

Power of search

Glogster poster yourself EDU

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

Google images

Google scholar

Scholarly articles, theses, books, court opinions, more

Google books

Google videos

Google

Google maps

Maps and directions

Search features:

Google blogs

Focus your search on the blogosphere

Google Advanced Search

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

Google code search labs

Search public source code

Google news timeline labs

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

Google news

Google custom search beta

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

Google alerts beta

Set up a search for automatic email alerts

AFTER YOUR SEARCH

Explore

Gather

http://springfieldlibrary.wikispaces.com/Google+Search+Options

Broaden searches beyond Google

Remember our Databases!

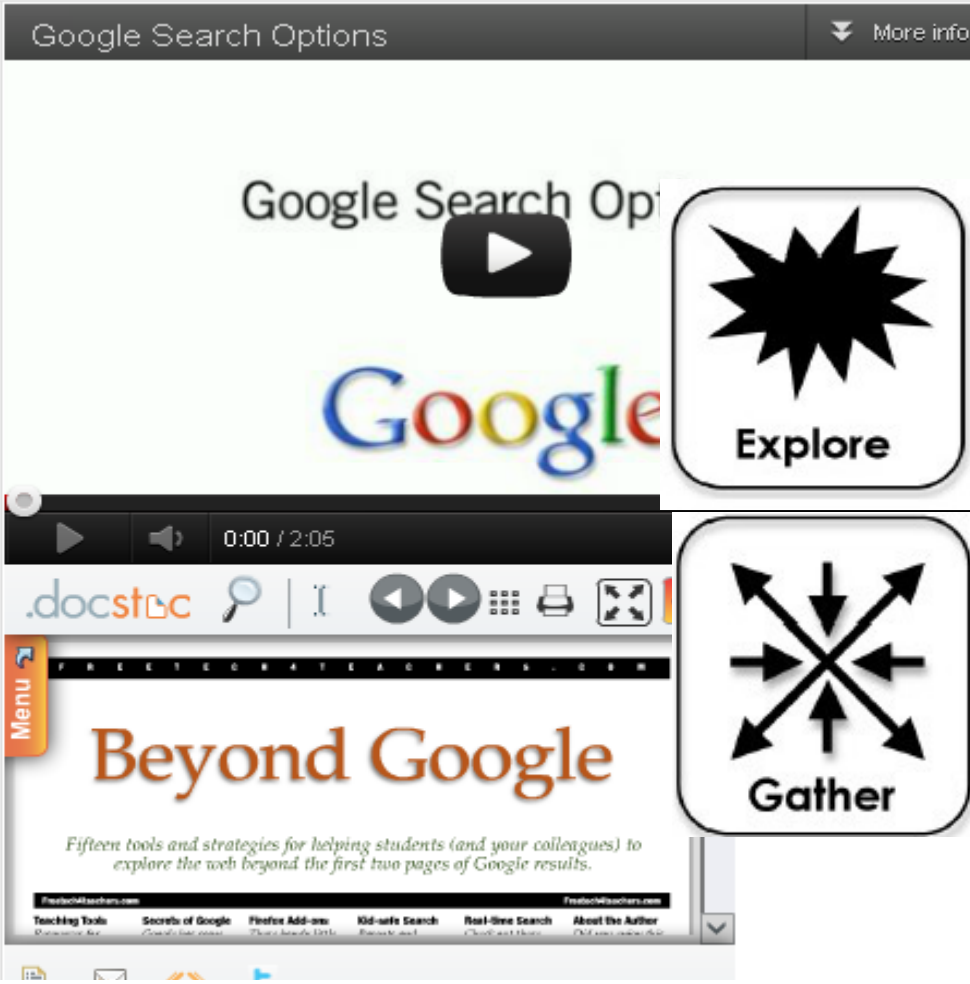
Search Poster

AllMyFaves (one page icon directory of search tools)

TheSearchEngineList (comprehensive list of engines by subject or medium)

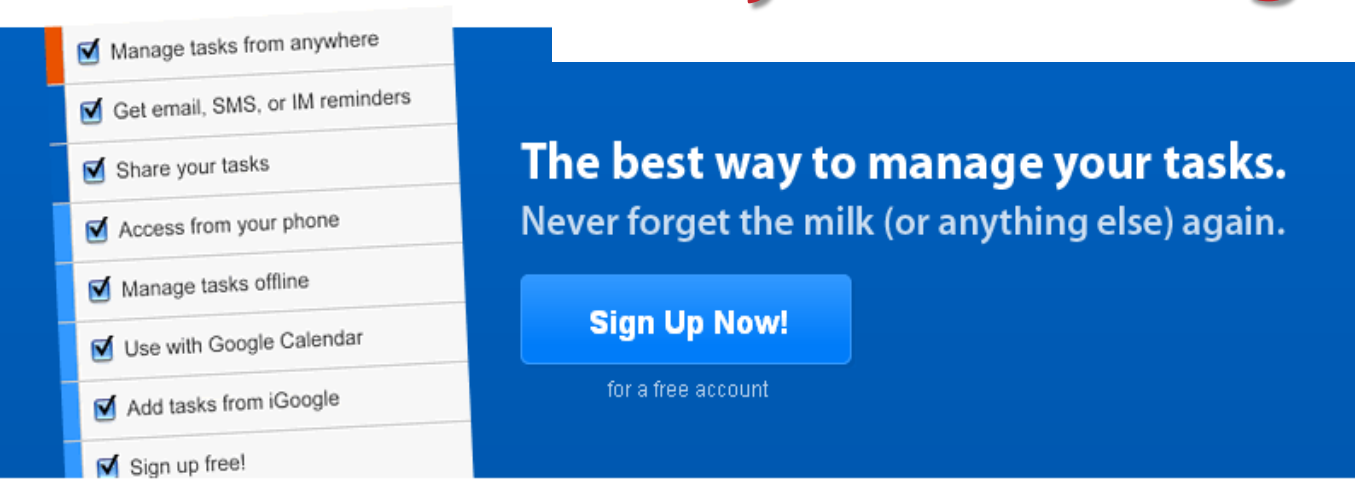
LibGuidesCommunity

- Google
- Google (Advanced)
- Google Books
- Google Scholar
- AllPlus (metasearch, cluster)
- DuckDuckGo (anonymous)
- Mashpedia (real-time encyclopedia)
- Blekko (search with *slashtags*)
- 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
- WolframAlpha (computational knowledge engine)
- Surchur (for searching social networks & more)
- Goofram (search Google & WolframAlpha together)
- Browsys (search across the search tools)
- Search Cube (visual page search)

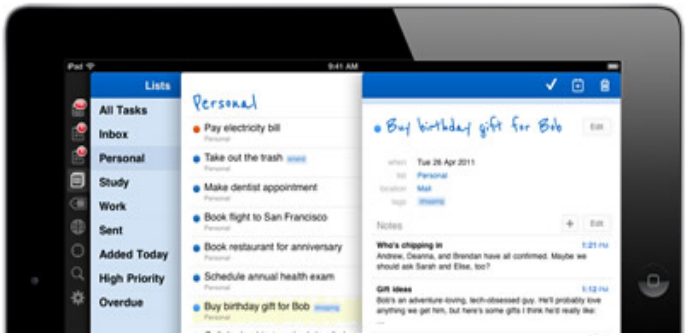


http://toolsforsearch.wikispaces.com/

Project management tools



Remember The Milk for iPad is finally here.

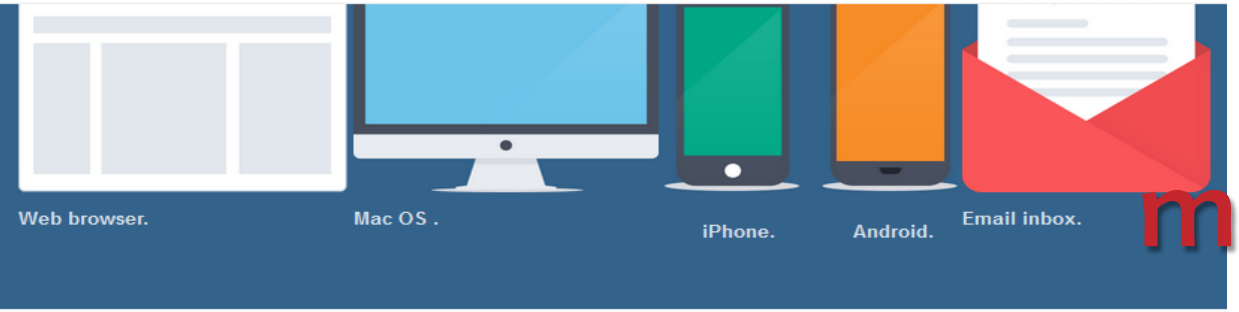


http://www.rememberthemilk.com/

Project management tools

producteev by jive

Apps | Features | Testimonials | Press | Developers | About Us | Sign in



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

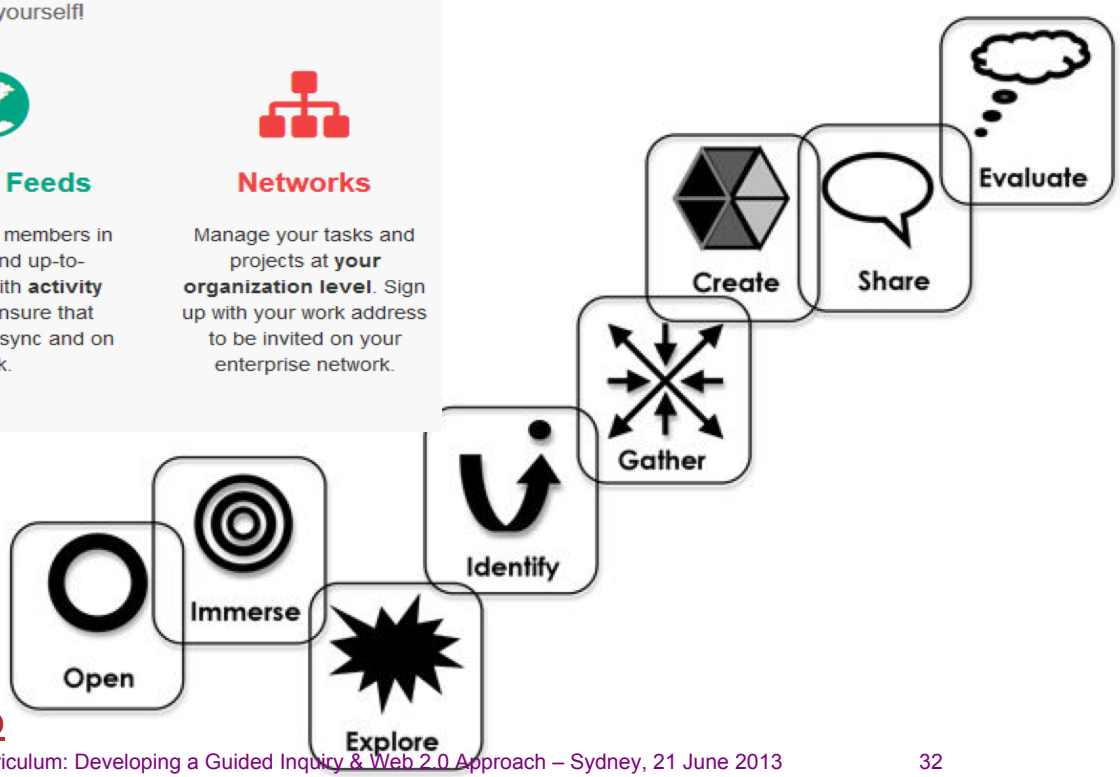
There are no limits: create **as many projects as you like**, across **any number of teams** and participants. Keep your tasks organized and get work done.

Activity Feeds

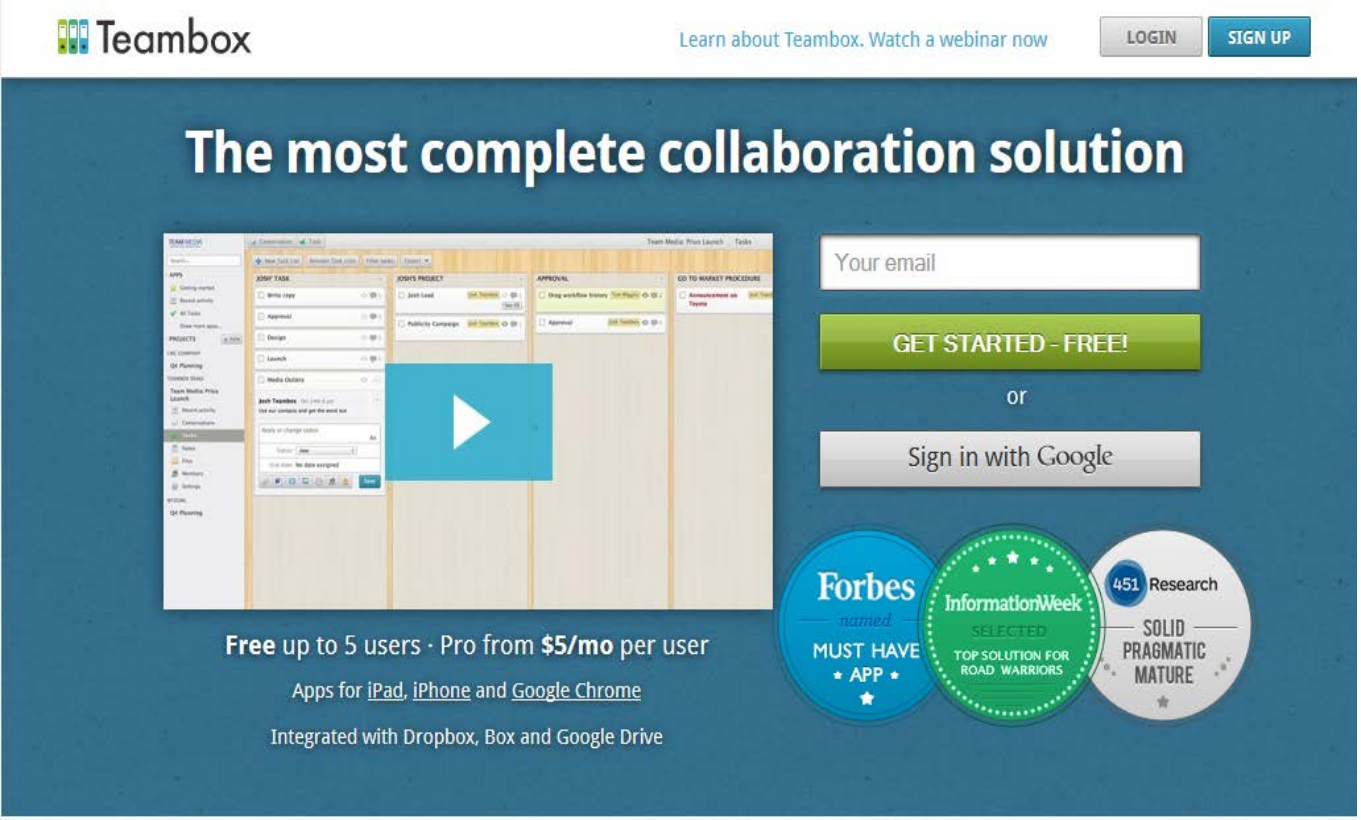
Keep all team members in the know and up-to-the-minute with **activity streams**. Ensure that everyone's in sync and on task.

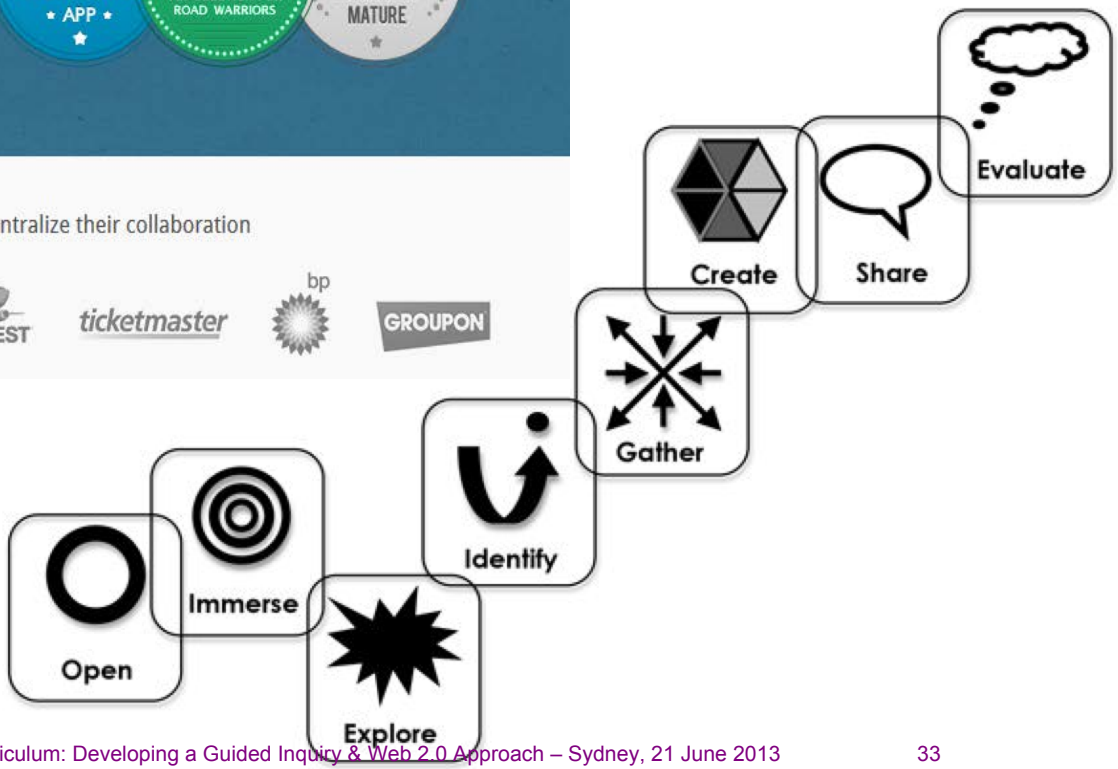
Networks

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

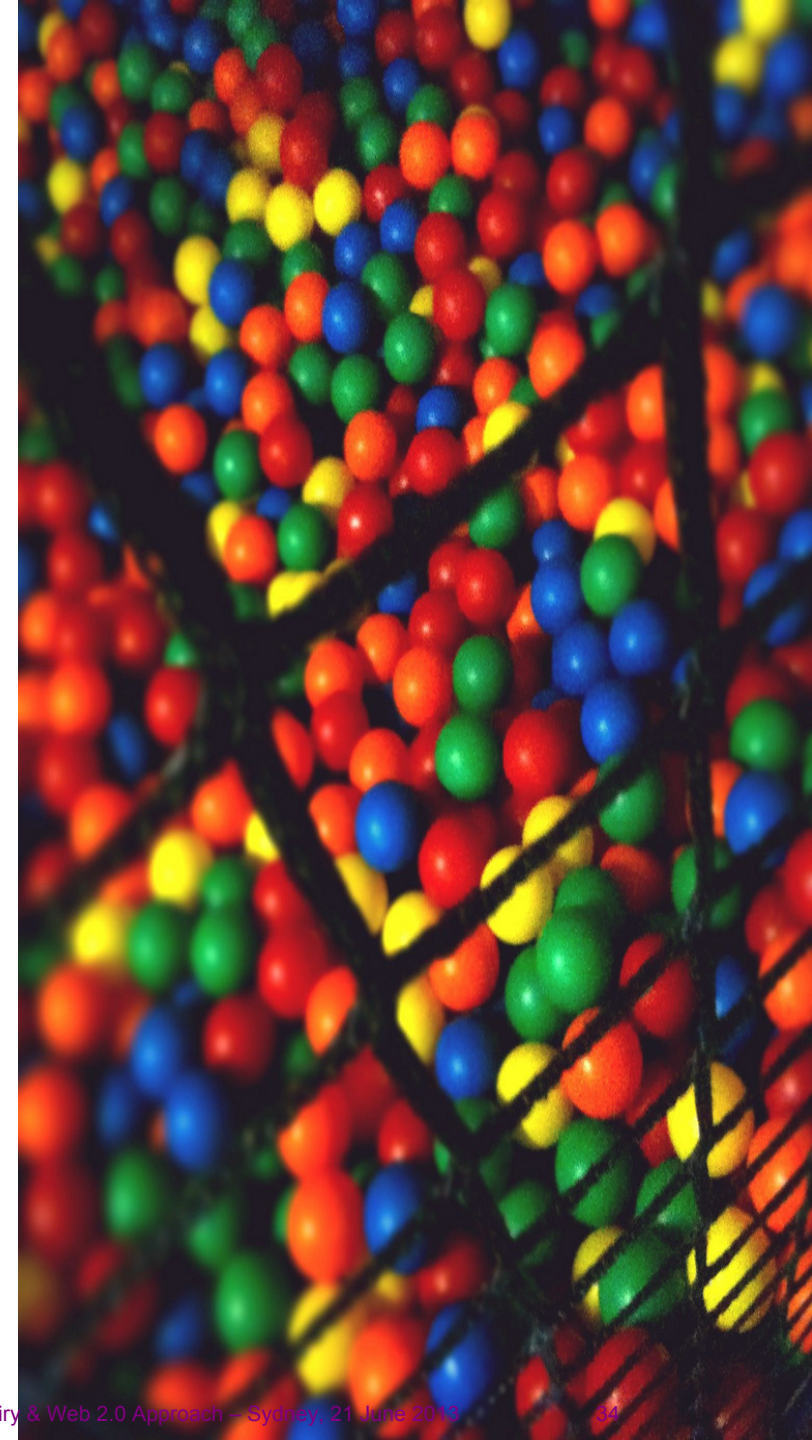




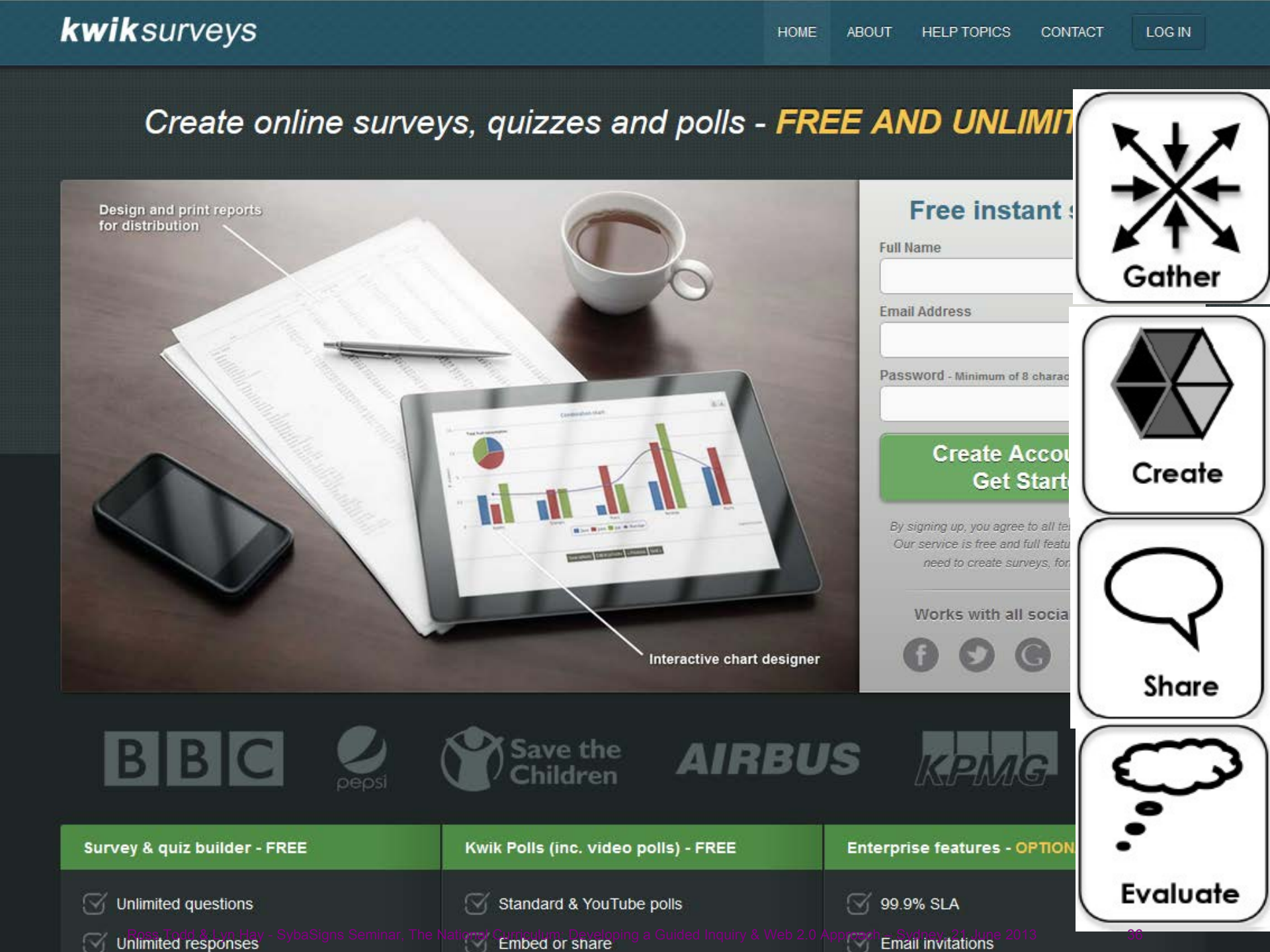
http://teambox.com/

collection & analysis

TOOLS FOR DATA GENERATION



http://www.zoomerang.com/


kwiksurveys
HOME
ABOUT
HELP TOPICS
CONTACT
LOG IN
Create online surveys, quizzes and polls - FREE AND UNLIMIT
Design and print reports for distribution
Interactive chart designer
Free instant
Full Name
Email Address
Password - Minimum of 8 charac
Create Accou
Get Start
By signing up, you agree to all te
Our service is free and full featu
need to create surveys, for
Works with all socia
BBC
pepsi
Save the Children
AIRBUS
KPMG
Survey & quiz builder - FREE
Unlimited questions
Unlimited responses
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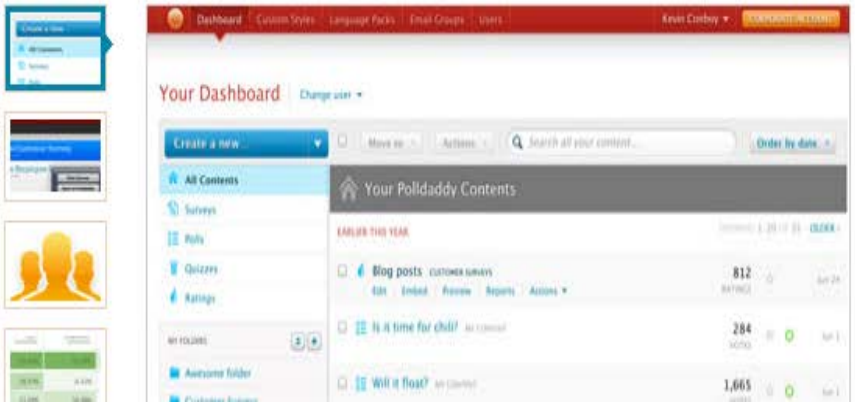

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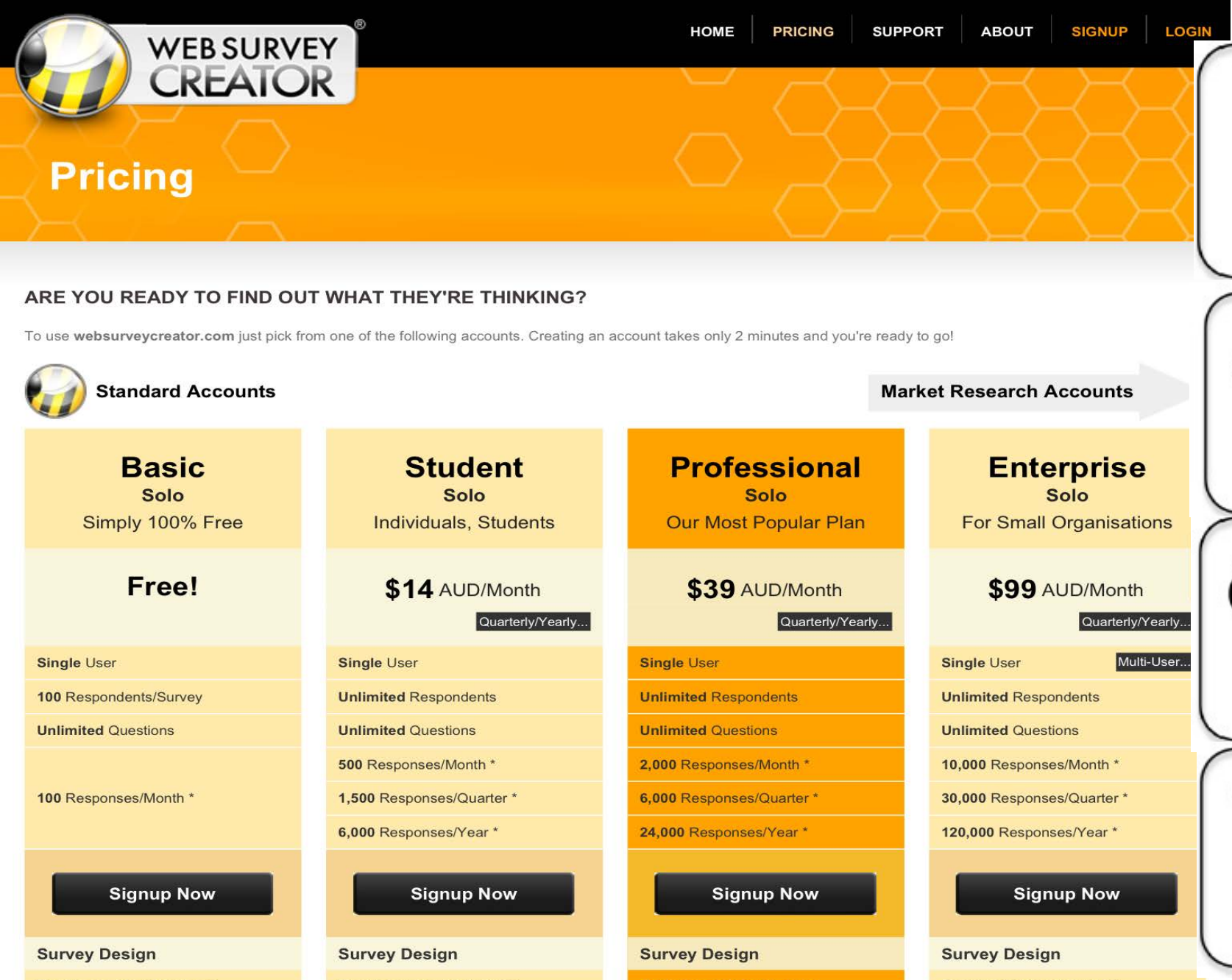
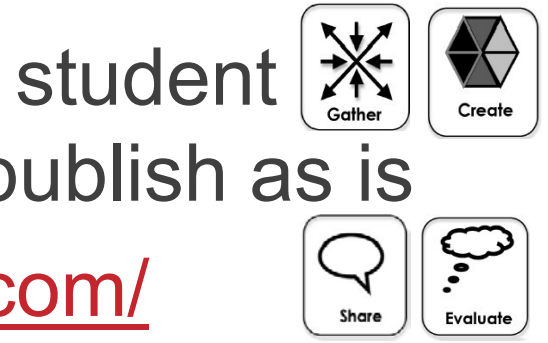
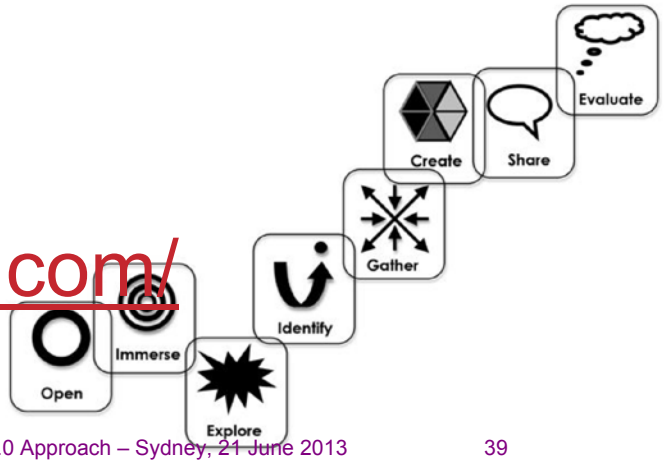

WEB SURVEY CREATOR
HOME
PRICING
SUPPORT
ABOUT
SIGNUP
LOGIN
Pricing
ARE YOU READY TO FIND OUT WHAT THEY'RE THINKING?
To use websurveycreator.com just pick from one of the following accounts. Creating an account takes only 2 minutes and you're ready to go!
Standard Accounts
Market Research Accounts
Basic
Solo
Simply 100% Free
Free!
Single User
100 Respondents/Survey
Unlimited Questions
100 Responses/Month *
Signup Now
Survey Design
Easy to use visual designer
Facebook Login Integration
Student
Solo
Individuals, Students
$14 AUD/Month
Quarterly/Yearly...
Single User
Unlimited Respondents
Unlimited Questions
500 Responses/Month *
1,500 Responses/Quarter *
6,000 Responses/Year *
Signup Now
Survey Design
Easy to use visual designer
Facebook Login Integration
Professional
Solo
Our Most Popular Plan
$39 AUD/Month
Quarterly/Yearly...
Single User
Unlimited Respondents
Unlimited Questions
2,000 Responses/Month *
6,000 Responses/Quarter *
24,000 Responses/Year *
Signup Now
Survey Design
Easy to use visual designer
Facebook Login Integration
Enterprise
Solo
For Small Organisations
$99 AUD/Month
Quarterly/Yearly...
Single User
Multi-User...
Unlimited Respondents
Unlimited Questions
10,000 Responses/Month *
30,000 Responses/Quarter *
120,000 Responses/Year *
Signup Now
Survey Design
Easy to use visual designer
Facebook Login Integration
Gather
Create
Share
Evaluate

Sticky note & collaborating apps

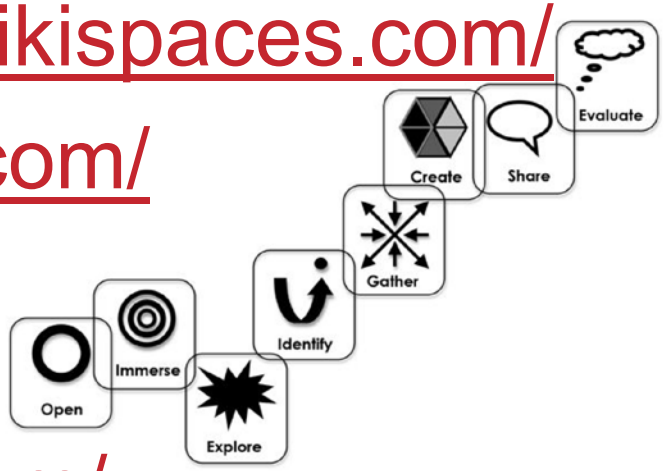
- http://en.linoit.com/ to collect student feedback, capture data and publish as is
- Wallwisher http://wallwisher.com/
- Thoughtboxes https://www.thoughtbox.es/
- Google Docs (Drive) https://docs.google.com/
- Etherpads http://qikpad.org/
- Zoho http://www.zoho.com/
- Edmodo http://www.edmodo.com/





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

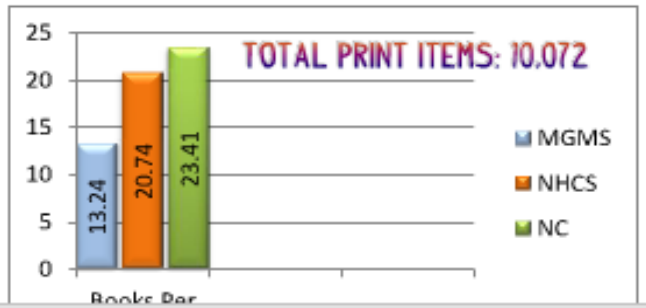
TOOLS FOR REPORTING

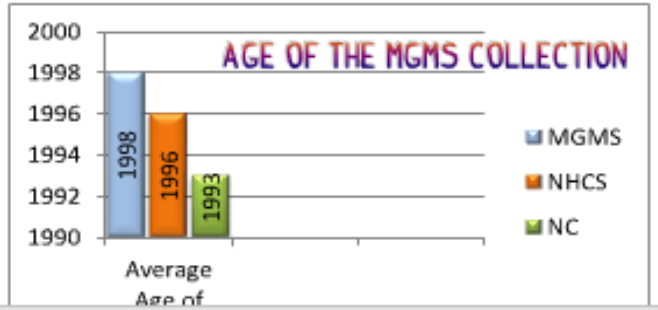
slideshare

2010-11: A Year of Change

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.

THE NUMBERS:





http://www.slideshare.net/jlagarde/mgms-annual-report-2010-11 by Jennifer LaGarde

Multimedia presentations

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Ren Project

by szd65ym

Last updated 2 years ago

Discipline:
Social Studies

FINISHED
PRIVATE

humanism

michelangelo

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

-studied with humanist Francesco da Urbino

issuu.com

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

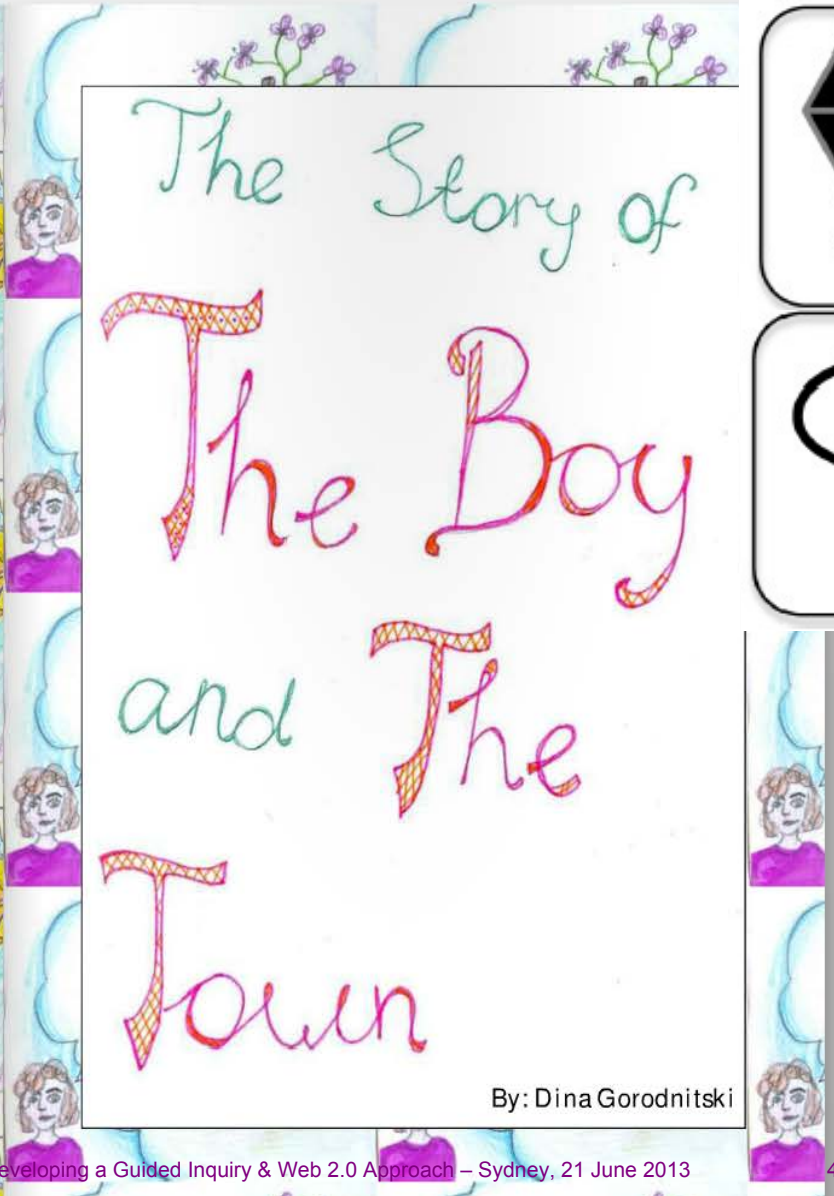
The Underwater Sea Class — page 107—109
Osher Ninno
A story about telling your friends the truth

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



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

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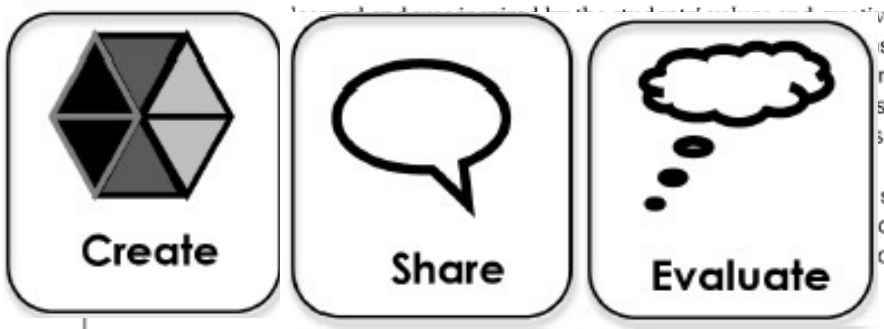
- Yotam Hod, Teacher



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.

- Dor Kleinfeld

http://issuu.com/yhod/docs/childrens_stories_by_g8_leobaeck_students/126?e=1031480/3284326

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.")

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.")

UN Opinions

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

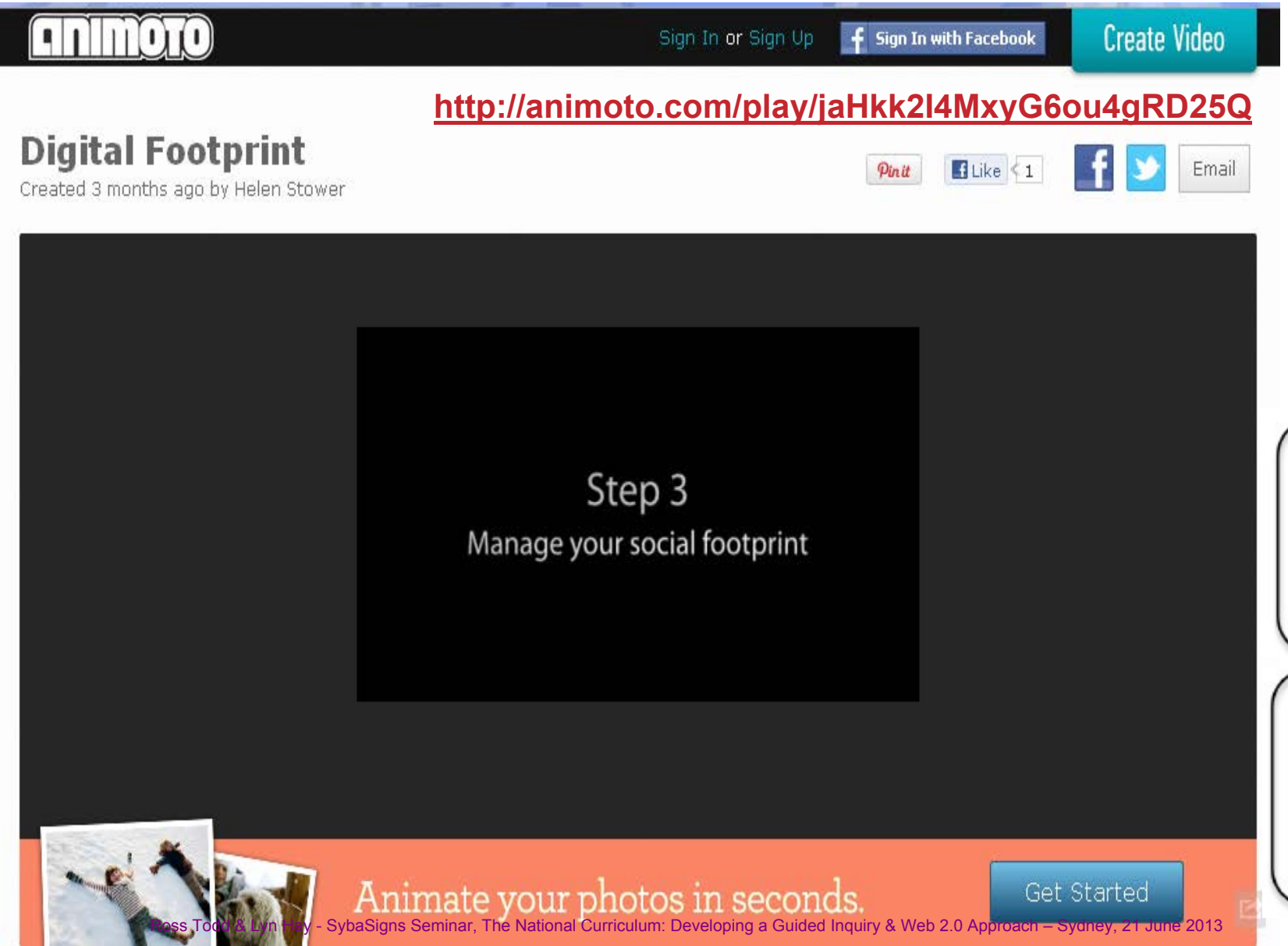
Children in the Conflict

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".)

Infographics

http://piktochart.com/
http://visual.ly/
http://www.easel.ly/

Animoto


ANIMOTO
Sign In or Sign Up
Sign In with Facebook
Create Video
http://animoto.com/play/jaHkk2l4MxyG6ou4gRD25Q
Digital Footprint
Created 3 months ago by Helen Stower
Pin it
Like 1
Email
Step 3
Manage your social footprint
Animate your photos in seconds.
Get Started

Create

Share

Video presentations

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.

http://www.nmc.org/horizon-project/horizon-reports/horizon-report-k-12-edition

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)

http://www.nmc.org/pdf/2011-Horizon-Report-K12.pdf

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)

http://www.nmc.org/pdf/2012-horizon-report-K12.pdf

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."

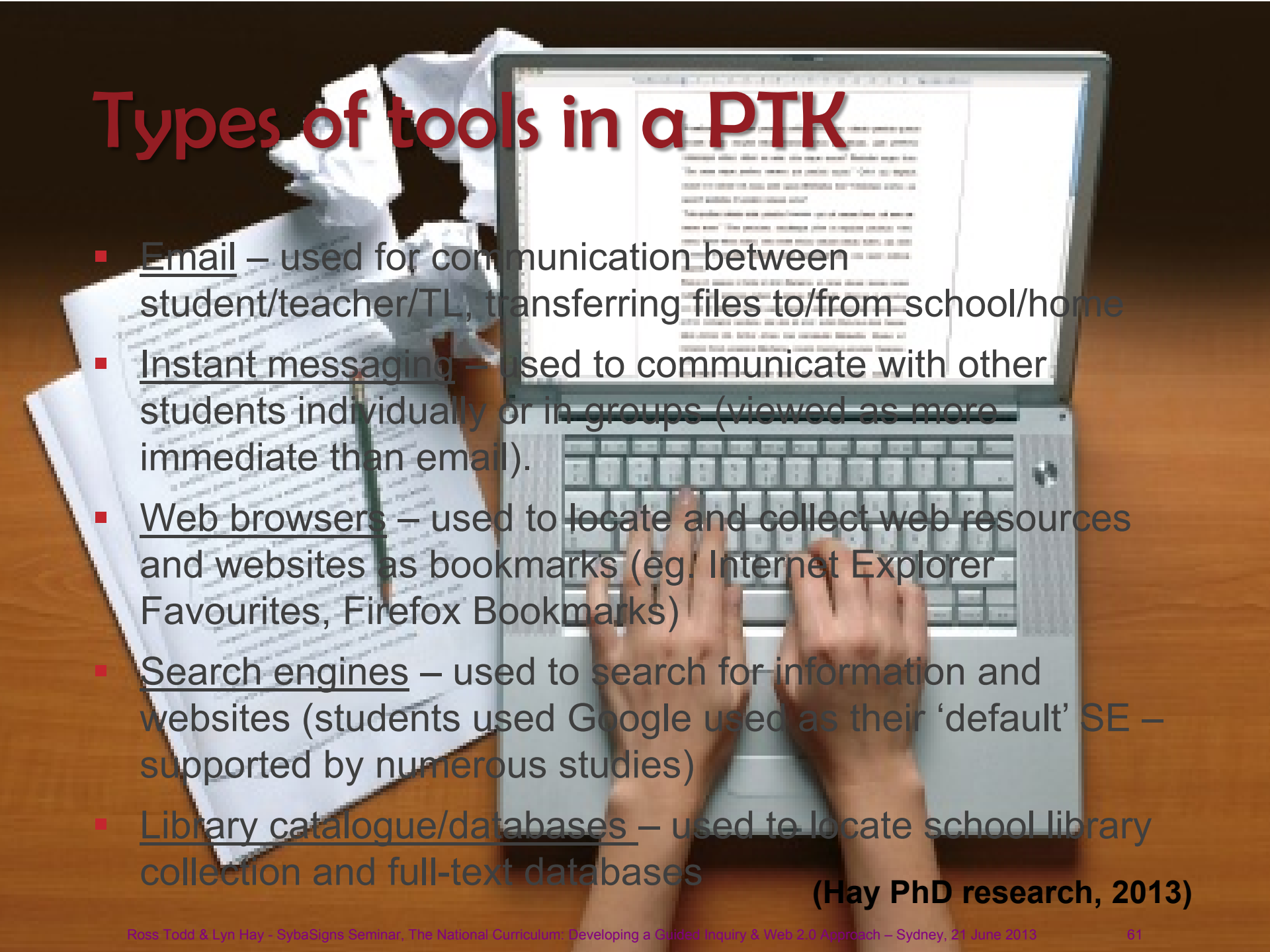
(Hay PhD research, 2013)

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)

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*)

Student03
- Wiki
- Web browser and search engines
- Library catalogue
- Word processor

Student04
- Wiki
- Web browser and search engines
- EBSCOhost full-text journal database
- Microsoft Word
- Email
- Instant messaging

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

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

(Hay PhD research, 2013)

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

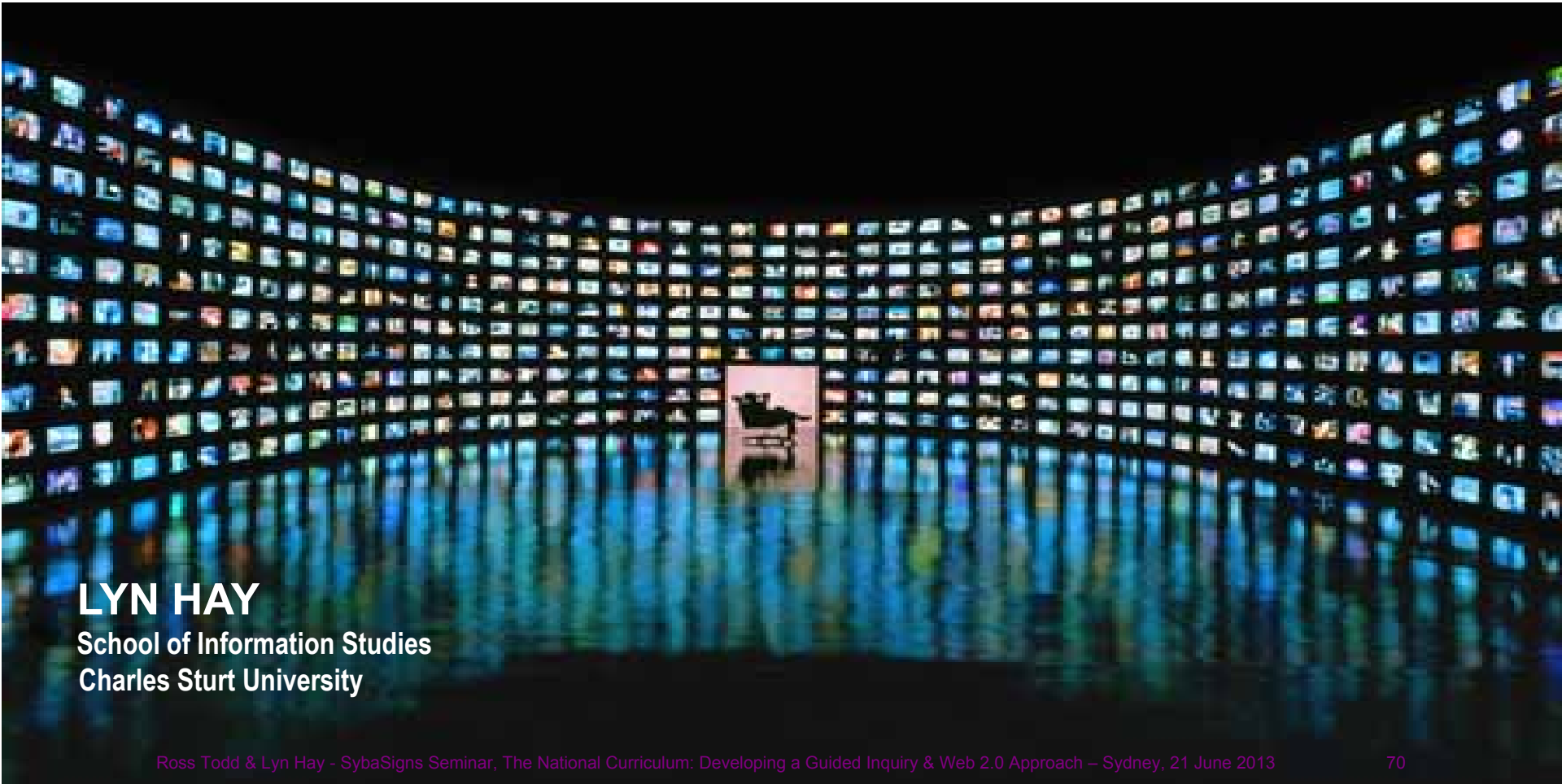
- We need to include students in this approach to ICT integration, i.e. taking responsibility for their own mapping in terms of the development of their PTT

- 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

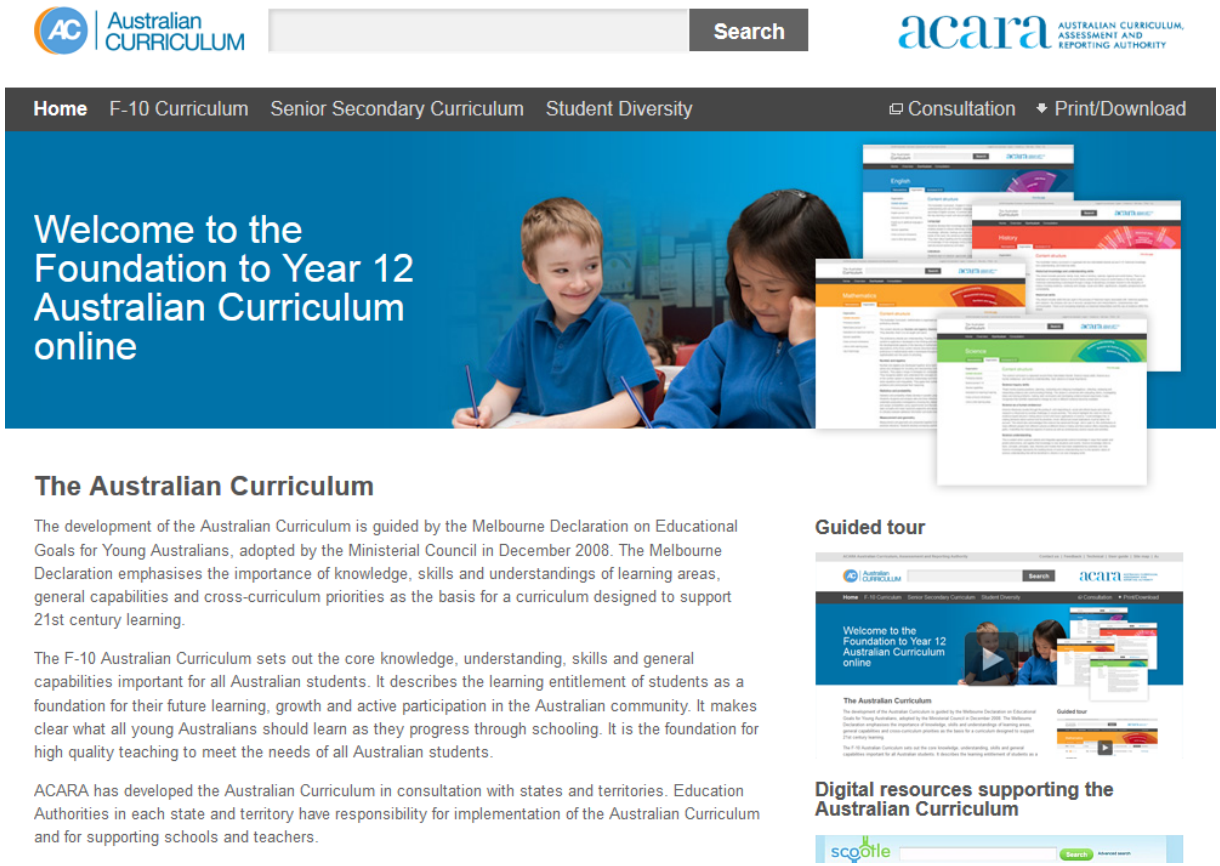
(Hay PhD research, 2013)

Inquiry Learning in a Web 2.0 World



LYN HAY
School of Information Studies
Charles Sturt University

PLANNING for INQUIRY



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

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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

Developed by Ross Todd and Lyn Hay for SybaSigns Seminar - The National Curriculum: Developing a Guided Inquiry & Web 2.0 Approach – 21 June 2013

Based on Kuhlthau, C.C., Maniotes, L.K., & Caspari, A.K. (2012). *Guided inquiry design: A framework for inquiry in your school.* Santa Barbara, CA: Libraries Unlimited.

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

Source: Kuhlthau, C.C., Maniotes, L.K., & Caspari, A.K. (2012). *Guided inquiry design: A framework for inquiry in your school*. Santa Barbara, CA: Libraries Unlimited.