Black Hills State University

Innovations

College of Education Technology Committee October 2009

Charting Innovation: Web 2.0 and Beyond

By Dorothy Fuller

Since its inception, *Innovations* has been providing reviews of various Web 2.0 applications and recommendations for their use to support learning and teaching. One outgrowth of this is an oft-repeated question: "What exactly is Web 2.0 anyway?" Simply put, Web 2.0 is the second generation of web development that, in addition to delivering information, allows users to create and share information as well. The first usage of this term is attributed to media consultant and futurist, Tim O'Reilly, in 2005. O'Reilly coined the term to describe a movement toward software development that enables technologically unskilled users to quickly create and share content over the Internet with little effort and no programming knowledge. John Thompson put it in simpler terms in a June 2008 article in The *Phi Delta Kappan*: "If Web 1.0 was a read-only medium, today's Web 2.0 is read/write." The term Web 2.0 is now firmly rooted in our world vocabulary, and in June 2009 Global Language Monitor declared "Web 2.0" the millionth English word.

Several thousand Web 2.0 applications are now available and more are being developed daily. These applications are generally free to individuals. They are easy to access and easy to use. They are flexible and can be used in many different ways in many different environments beyond the social interactions of FaceBook, Twitter and Delicious. They are ready for exploring and experimenting and clicking with abandon. As you explore, you will most likely come face to face with the next wave of the Web as well – applications that take the data from usage and user-generated materials, synthesize it, learn from it, and then feed back to the users new mutually beneficial developments. These are applications that learn. Some are referring to this group as early Web 3.0 applications.

The members of the COE Technology Committee will continue to share their reviews and ideas for integration of various Web 2.0 applications in learning and teaching. In addition, we are working to add reviews of research on the pedagogy of using digital technologies, including Web 2.0 applications. Down the road we will also be shining a spotlight on faculty members who are using technology successfully to engage students and provide opportunities for both broader and deeper learning. If you are having success using a new digital application, please let us know. We would love to talk to you and show others your achievements.

Web 2.0 Tools for Educators

By Laura Turner

The following new Web2.0 tools have multiple applications for you and your students and could be useful in pre-service teacher toolboxes as well.

Wordle: http://www.wordle.net This site allows you to create your own animations, word puzzles, and Word Art. Wordle can be used to summarize content, as a form of self reflection and a new type of assessment. It is also a novel method of putting words into a type of word picture or cloud. The following articles give a number of examples of you could use Wordle in the classroom.

5 Reasons to Use Wordle in the Classroom: http://www.techlearning.com/blogs/20322
How to Use Wordle: http://www.slideshare.net/digitalmaverick/how-to-use-wordle-presentation
Wordle Ideas: http://www.slideshare.net/JenniferW/wordle-ideas

Kerpoof http://www.kerpoof.com KerPoof is a free online multimedia software that allows children to explore their creativity by drawing, making animated movies, writing and illustrating stories, producing pictures and more. The software is intuitive and easy to use, giving children - even those who aren't proficient in art - an opportunity to produce and share successful artwork quickly and without frustration. The movie maker allows students to create their own cartoon movies. The movie maker feature could be used in many content areas to allow students and/or teachers to create a movie that is related to the topic being taught. This site would be useful for Early Childhood, Elementary and Art Educators. The following articles and slideshows give examples of how you can use Kerpoof.

How to Use Kerpoof: http://www.kerpoof.com/how_to_play
Introduction to the Kerpoof Art Studio: http://www.docstoc.com/docs/2687769/Introduction-to-the-Kerpoof-Art-Studio
How to Make a Picture in Kerpoof Presentation: http://www.slideshare.net/digitalmaverick/how-to-make-a-picture-in-kerpoof-presentation

YackPack: http://www.yackpack.com YackPack is a free voice messaging site. You log in when you want, you listen, and you can record voice messages. All the messages are stored for future reference. Most important, YackPack captures and conveys the expressiveness of voice. This is a useful tool for educators to communicate/collaborate with their students or other teachers via recorded voice messages.
YackPack can help improve educational communication by engaging students, giving quality feedback with ease and communicating clearly with students, parents and administrators. YackPack has a simple and convenient interface that allows students and teachers to focus on content and not be distracted by the underlying technology. Students can also form packs/groups to work on group projects, with each

person in the team represented by a photo and profile. This could be a useful tool to use in any classroom as audio feedback and instructions can enhance lectures and written feedback. Please see the video at the first website below for a good overview on how to use this tool.

How Can I Use YackPack in the Classroom:
http://www.yackpack.com/education.html
What is YackPack:
http://web2learning.learnhub.com/lesson/1523-social-media-yackpack
YouTube Video on YackPack:
http://www.youtube.com/watch?v=JWfIA7TxjHA
YouTube Video on the Use of Wikis and Yackpack:
http://www.youtube.com/watch?v=Axa4-ye55_I&feature=related

More tools to come next month. For a very useful Web2.0 Tools portal site, see Web 2.0 Cool Tools for Educators: http://cooltoolsforschools.wikispaces.com

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Appropriate Use of Instructional Technology in Physical Education: A Position Paper from the National Association for Sport and Physical Education

Summary/review by Sunhwi Kim

The National Association for Sport and Physical Education (NASPE) advocates using technology to enhance teaching and learning in physical education and to support high quality physical education programs. NASPA provides four key guidelines for using proper technology tools to help educators design and implement instruction and to help students achieve NASPE standards.

Over the past two decades, technology has become an integral part of daily life throughout the nation, especially among youth. In fact researchers have observed average "viewing time," including television, video games, and computer usage for 12 year olds is 360 minutes (6 hours) a day. Additionally, the Internet has become the primary tool for seeking information about anything at any time. Teachers coping with the rapid developments of technology now face the students who have never known life without it, and that is dramatically changing the school environment and scope of education.

To assure high quality applications of instructional technology in physical education programs, NASPE has issued guidelines for effective and appropriate technology integration to support instruction and national standards.

Guideline 1: The use of instructional technology in physical education is designed to provide a tool for increasing instructional effectiveness.

Instructional technology is merely a tool which can enhance the presentation of subject matter and convey information to learners. Physical educators should use the information-delivery systems such as podcasts and wikis in conjunction with effective instruction, and

carefully monitor students' use of these resources and guide students to obtain correct online sources and evaluate Web sites' content validity. Furthermore, physical educators can enhance instruction by using projection systems such as smart boards and wireless transmission (WiFi and Bluetooth). Those tools allow for the display of information far beyond the whiteboard. In addition, physical educators should use monitoring devices or have students use these tools to enhance teaching and learning only if relevant instruction is provided.

Guideline 2: The use of instructional technology in physical education is designed to supplement, not a substitute for, effective instruction.

Instructional technology is a tool to supplement instruction, not the mode of instruction. Monitoring devices such as pedometers, accelerometers, and heart rate monitors can provide accurate and meaningful data on activity levels and exercise duration and/or intensity. However, they cannot provide instructional components such as recommended activity types and levels for developing physical fitness.

Guideline 3: The use of instructional technology in physical education should provide opportunities for all students, versus opportunities for few.

If not enough pieces of equipment are available for all students, teacher should implement task/station/center teaching. Not providing equal access to the technology use or using pieces of technology as rewards conflict with best practice for maximizing student learning in physical education.

Guideline 4: The use of instructional technology in physical education can prove to be an effective tool for maintaining student data related to standards-based curriculum objectives.

A number of common technology tools such as Microsoft Excel, CD-ROM software, motion-analysis software, and digital video, make collection and analysis of data easier and make assessment of students' performance more quickly, thereby enhancing teaching and learning. Using those technologies can provide valuable information to the physical educator, student, and parent regarding student performance toward standards and objectives of program. Use of such tools minimizes managerial time, leaving more time for effective instruction. Teachers should check the reliability and validity and spend enough time to practice and become familiar with the technology before introducing it in the classroom.

http://www.aahperd.org/NASPE/pdf_files/pos_papers/Instructional%20Technology%20in%20Physical%20Education%202009.pdf

Wanted: A Few Good Reviewers

MERLOT
Multimedia Educational Resource for Learning and Online Teaching

Kathy Anderson, from the SD Board of Regents, recently verified that contributing and reviewing MERLOT learning objects is considered scholarly work for P & T. If you are interested in reviewing MERLOT learning objects, please contact Dorothy Fuller.