

Podcasts and Wikis and Blogs, Oh My!
Online Learning is Not in Kansas Anymore
Curt Bonk, Indiana University
cjbonk@indiana.edu



Podcasts and Wikis and Blogs, Oh My!
Online Learning is Not in Kansas Anymore

Curt Bonk, Professor, Indiana University
President, CourseShare, LLC
cjbonk@indiana.edu
<http://mypage.iu.edu/~cjbonk>



Podcasts and Wikis and Blogs!
Oh My!



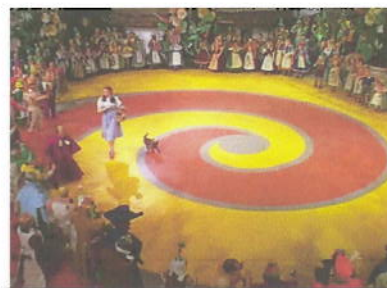
E-Learning Not in Kansas?



If it is not in Kansas, just where is e-Learning?



How many of you have been looking for the yellow brick road?



How many of you have been looking for the Emerald City?



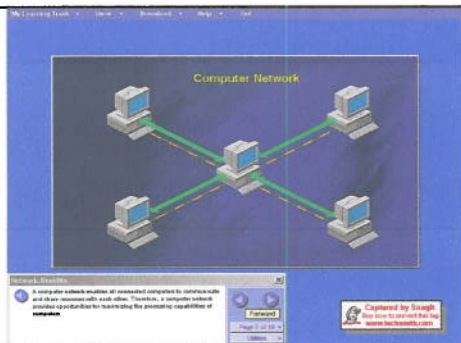
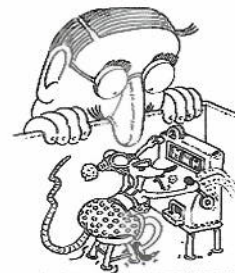
Do any of your own a pair of pink slippers?



Do you want more Interactivity?



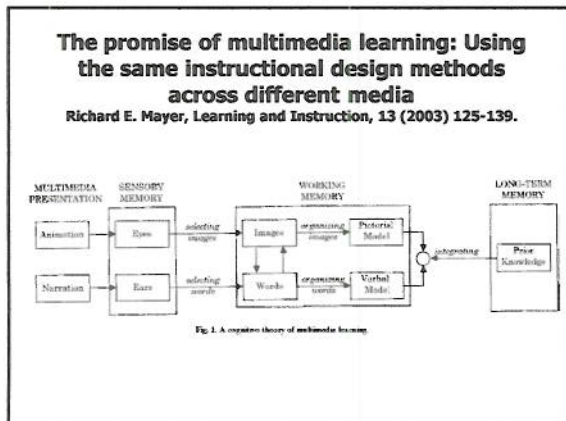
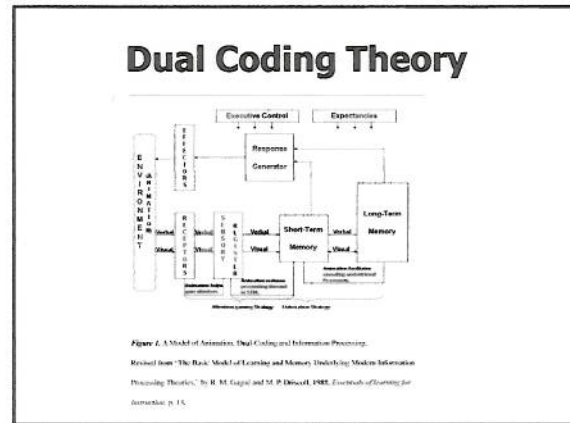
Sample of Interactivity for a Behaviorist...



Online PowerPoint?

Schools of the 1880s





Verbal and Visual Systems

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

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

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

A review of research on the design of multimedia explanations:

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

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

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

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

Situated Cognition and the Culture of Learning

JOHN HILL BROOKS ALLEY COLLINS PAUL BOGARD

The "Cognitive" Turn
 The "cognitive" turn in education is often characterized by the use of the term "cognitive" to describe a wide range of educational practices and theories. This turn is often associated with the work of cognitive psychologists such as Jean Piaget and Lev Vygotsky, and with the development of cognitive science as a discipline. The cognitive turn is often seen as a response to the limitations of behaviorist and humanist theories of learning, which were seen as too narrow and too focused on the individual learner.

Students' Progress: From Individual Ability to Community

Table 1: IPE, Practitioner, and Student Activity

	IPEs	Students	Practitioners
Learning with	collaborative	active	collaborative
Learning as	collaborative	active	collaborative
Learning by	collaborative	active	collaborative

Fast forward a couple of decades and "You" are the person of the year in 2006!

The image shows the cover of TIME magazine from December 2006. The cover features a computer monitor displaying a colorful abstract image. Below the monitor, the word "You." is written in a large, bold font. The magazine's title "TIME" is at the top, and the word "PERSON OF THE YEAR" is written above the monitor. The cover also includes the text "You. You're the person of the year in 2006!" and "You're the person of the year in 2006!"

Carriean View of Learning

knowledge as substance and pedagogy as knowledge transfer

The Social View of Learning

understanding is socially constructed

Beyond textbook learning: learning-about + learning-to-be

Learning about: Explicit
 Learning to be: Tacit

dimensions of knowledge (Michael Polanyi)


Reversing the Flow

Learning about: Explicit
 Learning to be: Tacit

Key: unleashing productive inquiry

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

- Definitions
- Content Overview and Theory
- Instructional Ideas and Examples
- Advice and Guidelines
- Other



BLOGS, WIKIS, PODCASTS, and Other Power 2.0 Tools for Classroom
 Will Richardson

Podcasting Uses and Applications

Professor Curt Bonk
 Instructional Systems Technology Department
 School of Education
 Indiana University, Bloomington, IN


Sponsored by
 Instructional Consulting
<http://www.indiana.edu/~ic>

Instructional Systems Technology
<http://www.indiana.edu/~ist>

INDIANA UNIVERSITY

Content Overview

1. What is a podcast? A "podcast" is a digital media file (or series of files) that is distributed over the Internet.
2. How play? You play a podcast with either a hand-held digital device (such as an iPod—hence the "pod" in the word podcast) or on a personal computer.




INDIANA UNIVERSITY

Content Overview

3. When and why use podcasts?

- To help students keep up;
- Record recent info in news;
- Advertise a class;
- Save or replay key course info.




INDIANA UNIVERSITY

Content Overview

4. How and where use (Part 1)?

- recording lectures,
- student projects,
- summarizing key points,
- relate content to the real world,
- discuss something relevant to class (news),
- reports, research, or conferences,





INDIANA UNIVERSITY

Content Overview

4. How and where use (Part 2)?

- supplemental book and other materials,
- assignment directions,
- student expert interviews,
- language lessons,
- oral reports,
- recording of performances.



INDIANA UNIVERSITY

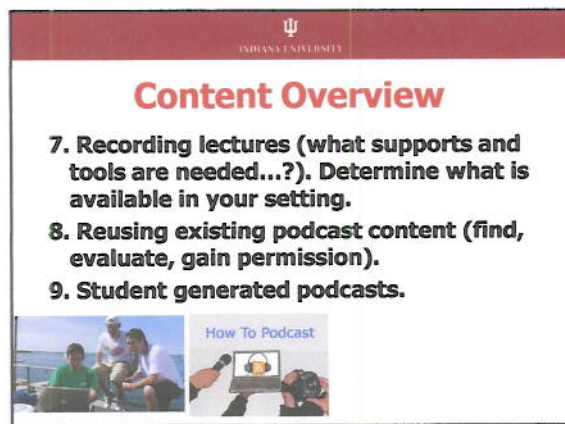
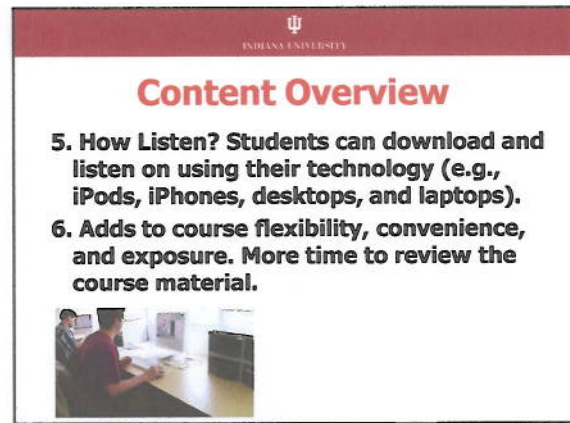
Self-Paced Language Programs: JapanesePod, Arabic online, etc.



INDIANA UNIVERSITY

Online Language Learning (e.g., SpanishPod, FrenchPod, ItalianPod)






INDIANA UNIVERSITY

Content Overview

10. Podcasting technology: Audacity is open source software for the PC and GarageBand comes with Mac computers.

11. You can record live classes or create podcasts for online classes.



INDIANA UNIVERSITY

Free Tools for Podcasting (e.g., GarageBand, Audacity, etc.)




INDIANA UNIVERSITY

Content Overview

12. Audio add a different way to learn or layer of understanding for students. Again, as with shared online video and video blogs, dual coding theory comes into play.

13. A vodcast adds video to the podcast.



INDIANA UNIVERSITY


Vodcasts (video with a podcast)



INDIANA UNIVERSITY

Content Overview

14. RSS feeds allows you to subscribe to podcasts or to allow others to subscribe to yours.



INDIANA UNIVERSITY

Examples of Online Podcasts

- 1. Michigan School of Dentistry.**
- 2. IU Kelley School of Business (podcasts as info recruiting tool).**
- 3. Vanderbilt in iTunes U.**



INDIANA UNIVERSITY

Podcasting Medical Lectures (School of Dentistry, Univ of Michigan)

The slide shows a screenshot of an iTunes library with a podcast titled "IT Bookcamp" selected. To the right, there is a diagram titled "Audio Acquisition via Computer" showing a workflow from a microphone to a computer and then to a podcasting software interface. Below the diagram is a circular graphic labeled "Instructional Design Process".

INDIANA UNIVERSITY

University Podcast Shows

The slide displays a website interface for "Podcasts" under the "INFORMATION TECHNOLOGY" section. It features a section for "Kelley School of Business MBA Program Podcasts" with a "Subscribe" button and a "Podcast Description" box. A small video player shows a person speaking at a podium.

INDIANA UNIVERSITY

Extending the Classroom with Podcasts (e.g., Vanderbilt)

Vanderbilt extends the classroom.

The slide shows a screenshot of the "VUCAST" website. The page has a blue header and contains several sections with text and images, including a "Support Services" section and a "Featured Videos" section.

INDIANA UNIVERSITY

iTunes and iTunes U

The slide displays a screenshot of the "iTunes U" website. It features a header with the text "Learn anything, anytime, anywhere." and several sections for "Open University Calendars" and "What's in iTunes U".

INDIANA UNIVERSITY

iTunes and iTunes U

- A powerful distribution system for everything from lectures to language lessons, films to labs, audiobooks to tours.
- More than 350,000 free lectures, videos, films, and other resources — from all over the world.

A small image at the bottom left shows a laptop screen displaying a video lecture with a person speaking.

INDIANA UNIVERSITY


iTunes and iTunes U

The slide shows a screenshot of the iTunes U browser interface. It features a grid of educational content items, each with a thumbnail image and a title, such as "The Art of Writing" and "The Science of Learning".

INDIANA UNIVERSITY


iTunes and iTunes U

- There are over 800 universities with active iTunes U sites (including Stanford, Yale, MIT, Oxford, and UC Berkeley).
- In the Beyond Campus section of iTunes U, content from places like: MoMA, The New York Public Library, Public Radio International, and PBS stations.



INDIANA UNIVERSITY

EdTechTalk (from Jeff Lebow at WorldBridges)



INDIANA UNIVERSITY


Top 100 Free College Podcasts



INDIANA UNIVERSITY

Advice and Guidelines


1. Keep them relatively short and to the point; short and snappy 3 minute files that get your points across; try to keep most podcasts under 10 or 15 minutes.



INDIANA UNIVERSITY

Advice and Guidelines


2. Record guests experts for your podcast shows when you get a chance to create variety.
3. Consider buying a microphone for your iPod.



INDIANA UNIVERSITY

Advice and Guidelines


4. Post your podcast lectures at an easy to navigate Website. Create a link to them in the course management system.
5. Have a script. Build in some banter or humorous interchange if 2 or more people are involved.



Ψ
INDIANA UNIVERSITY

Advice and Guidelines


6. You might try a question and answer format with prearranged questions.
7. Make informal, friendly, conversational.
8. Do not overload learners with many URLs and other stuff to write down; put that in your blog or CMS.



Ψ
INDIANA UNIVERSITY

Advice and Guidelines


9. Be prepared but do not script it.
10. Find a quiet place for the podcast.
11. Do a test of the system and listen to the results.



Ψ
INDIANA UNIVERSITY

Advice and Guidelines

12. Relax and slow down. Avoid the appearance of rushing through it.
13. Suggest resources your students might wish to further explore.
14. Post any associated images or PowerPoint slides.



Ψ
INDIANA UNIVERSITY


Podcast Training in YouTube (e.g., "Podcasting in Plain English")



Ψ
INDIANA UNIVERSITY

Advice and Guidelines


15. Keep the microphone close to you.
16. Talk to people at your teaching and learning center about the equipment available and normal podcasting procedures.
17. Attend campus training if available.



Ψ
INDIANA UNIVERSITY

Advice and Guidelines

18. Think about your discipline: those in the medical profession, for instance, might make available heart or breathing sounds through podcasts; music professor might record the sounds of instruments as they get older.



INDIANA UNIVERSITY

Advice and Guidelines

19. Search the podcast directories and portals for existing podcast shows you might use (e.g., Podcast Alley).

Geography of Europe

INDIANA UNIVERSITY

Podcast Portals: PBS

INDIANA UNIVERSITY

Podcast Portals: Podcast Alley

INDIANA UNIVERSITY

Podcast Portals: Education Podcast Network (EPN)

INDIANA UNIVERSITY

Podcast Portals: Podcast.com

INDIANA UNIVERSITY

Podcast Directories

INDIANA UNIVERSITY

Podcast Teach with Tech (IU School of Education)



INDIANA UNIVERSITY

It may be time for you to do a podcast show!

For More Information, Contact:
Instructional Consulting
Indiana University
School of Education
Bloomington, Indiana
<http://www.indiana.edu/~icy/>



**Podcasting Uses
and Applications**

Hosted By:
Professor Curt Bonk
 Instructional Systems Technology Department
 School of Education
 Indiana University, Bloomington, IN

Sponsored by:
Instructional Consulting
<http://www.indiana.edu/~icy/>

Instructional Systems Technology
<http://www.indiana.edu/~ist/>

For more information, please visit Instructional Consulting at: <http://www.indiana.edu/~icy/>

INDIANA UNIVERSITY

**Wiki Uses and
Applications**

Professor Curt Bonk
 Instructional Systems Technology Department
 School of Education
 Indiana University, Bloomington, IN

Sponsored by:
Instructional Consulting
<http://www.indiana.edu/~icy/>


Instructional Systems Technology
<http://www.indiana.edu/~ist/>

INDIANA UNIVERSITY

INDIANA UNIVERSITY


Content Overview

1. Define wiki—a collection of Web pages or documents that can be easily viewed and quickly updated. It is a writing and resource sharing site that many people can build upon and change. Speed, simplicity, and sharing on the fly.




What is a wiki?

- Ward Cunningham, in 1995
- The name, **wiki**, is based on the Hawaiian term *wikiwiki*, meaning "quick"
- **What I Know Is**




For Teachers New to Wikis

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



How use in teaching




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



INDIANA UNIVERSITY

Content Overview


2. Theory behind wikis: Participatory or contributory learning. Let the students generate learning instead of receive it. Time names "You" as the "Person of the Year."

INDIANA UNIVERSITY



Content Overview

3. More Wiki theory—aligns with social constructivist approach to learning. Highly collaborative, with no ownership.. Factual knowledge versus student constructing knowledge decision.



INDIANA UNIVERSITY

Participatory Learning

A Circle of Knowledge Building and Sharing

Create
Support for creating organizations of pedagogical knowledge

Open Knowledge Exchange Zones
Provide venues for sharing experiences and/or for emerging practice

Use
Encourage teachers to report, reflect, and share their peer-recognized knowledge

Re-train
Enable teachers to integrate their knowledge into their knowledge

Promote these organically & sustainably



From The Web 2.0 Learning 2.0

INDIANA UNIVERSITY

Content Overview


4. Advantages (easy access for collaborative production, easy to change, can see the process and contributions).

5. Challenges (learning curve, digital divide issues (e.g., proxy servers), familiarity, etc.

INDIANA UNIVERSITY


Wiki Training in YouTube (e.g., "Wikis in Plain English")



INDIANA UNIVERSITY


Content Overview

6. Why and how use (rationale).
7. Types of wikis: hosted (e.g., PBworks, Wikispaces), server-based.
8. Costs—free to paid services or use the wiki in your CMS.



INDIANA UNIVERSITY

Wiki Service: PBworks



INDIANA UNIVERSITY


Wiki Service: Wikispaces



INDIANA UNIVERSITY

Content Overview


9. Student generated wiki applications:
 - a. Progress journals,
 - b. Group or class essays,
 - c. Revising Wikipedia pages,
 - d. Glossaries,
 - e. Debates,
 - f. Lesson plans.



INDIANA UNIVERSITY

Content Overview

9. Student generated wiki applications:
 - g. Team projects,
 - h. Writing wikibooks,
 - i. Free writing,
 - j. Sharing resources,
 - k. Assignment review or submission,
 - l. Prepublish research findings.



INDIANA UNIVERSITY

Content Overview

10. Instructor wiki applications:

- a. Course notes, agenda, syllabus, announcements,
- b. FAQs,
- c. Contact details,
- d. Papers, research collections, pictures and figures,
- e. Sharing other resources (blogs, websites, conferences, etc.).



INDIANA UNIVERSITY

Content Overview

11. Consider PBL and assigning relevant and meaningful activities.
12. Why are wikis popular—extend class, class is a constant process of becoming, student interaction and participation, resource sharing, etc.


Problem
based
Learning

CLICK HERE TO VIEW RELEVANT MESSAGES

INDIANA UNIVERSITY


Content Overview

13. Wikis as a transformative teaching and learning tool.
14. Organizing cross-institutional and international projects. Coordinating schedules is particularly difficult.



INDIANA UNIVERSITY

Cross-Institutional Wikibook Project (e.g., IU and the University of Houston)



Adult Learning Theory (Knowles, 1984; Rogers, 1981) and Distance Learning Theorists (Moore, 1989; Wedemeyer, 1981)

- More **choices** and **self-directed learning opportunities**, the more success.
- Learning must be **meaningful, interactive, and reflective**.
- Activities chosen should foster higher self-esteem, internal motivation, and **goal driven opportunities**.
- Learning should be **open, genuine, inviting, respectful, active, collaborative, and learner driven**.

We see answers in wikis (in particular 2-3 years of research on Wikibooks)



So I visited the WikiMedia Foundation in March 2008 to share our research and gather more information.




What did they give me?

Wikipedia

Answers found here!

Wikipedia: The Missing Manual by John Broughton


The important stuff you need to know:

- 1. Learn the good ways to edit, create, and delete Wikipedia pages.
- 2. Find out what makes an article great, and what makes it bad.
- 3. Communicate and collaborate with other editors.
- 4. Catch up on technical and admin stuff, like templates, bots, and bots.
- 5. Review new articles, improve existing ones, and choose which to delete.
- 6. Take care and protect others with copyrights.

POUR PRESS O'REILLY

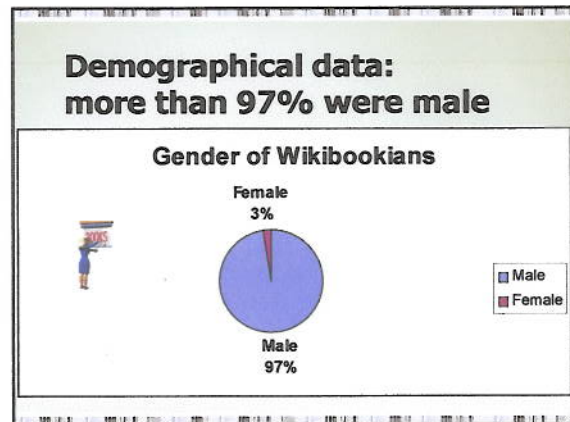
Question:
What does that indicate?

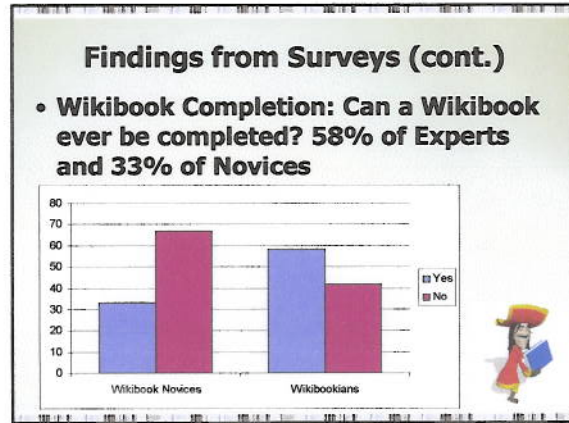
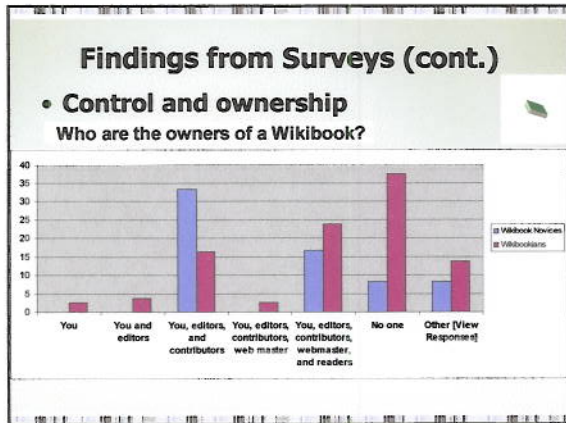
Answer: Coordinating wikis is hard and there are many hidden steps and secrets to success!



What is Wikibooks?

- Wikibooks, previously called Wikimedia Free Textbook Project and Wikimedia-Textbooks, is a wiki for the creation of free content books. It is a Wikimedia Foundation project.
- Wikibooks is a Wikimedia project for collaboratively writing textbooks and related non-fiction books (with supporting books and booklets; such as annotated literary and other classics) about different subjects.



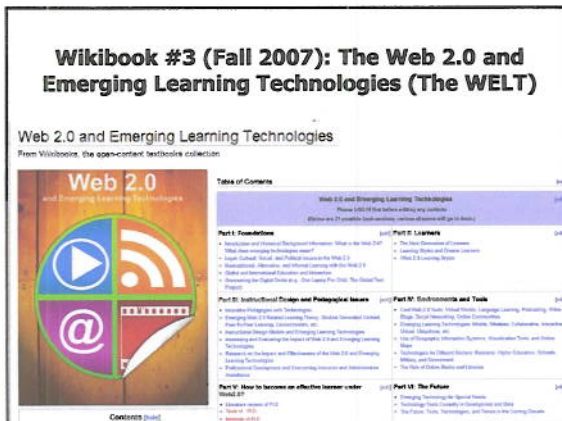


Part 1: Critique a Wikibook on Learning Theory

Part 2: Edit a Wikibook on Learning Theory

Part 2: Edit a Wikibook on Learning Theory

Part 3: Write a Wikibook (Wikibook #2 on the Practice of Learning Theories, Fall, 2007)



4. Knowledge Construction and Sense of Community Issues: a. Acceptance of Knowledge Construction

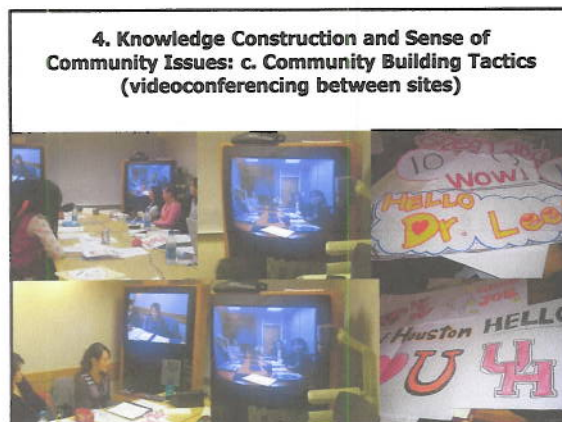
My name is...a Chinese student. I major in education technology and study social network in Miss W's class in Beijing Normal University. In her class I know your wiki program. Before this, I have never written wiki, just use it to look for some useful information for me. **At the beginning I was a little fear, I was afraid of making mistakes. But with the writing of wiki, I understand that I was wrong. The more you write, the more you get, wiki is not so hard as I thought. From this program, I see the power of the masses, and I know that everyone can write, everyone can join, everyone can contribute their own strength. Thank you for your program, from this I learn more and make more friends. Thank you! (Chinese student)**

4. Knowledge Construction and Sense of Community Issues: a. Acceptance of Knowledge Construction

"I really enjoyed the Wikibook project. It allowed for a certain amount of autonomy that was measurable. **I particularly enjoyed how we could edit each others' works. I think these types of open systems are beneficial because our class was creating this wonderful collection of knowledge and data that was fluid and constant in our quest to be accurate...I also enjoyed how we were able to collaborate and provide instant feedback to our classmates that were apart of creating our Wikibook.**" (Indiana student)

4. Knowledge Construction and Sense of Community Issues: a. Acceptance of Knowledge Construction

"**1) some students did not like other people's editing. They believed that their writing was better; and 2) they were not very happy when they names were removed from the site. They spent time on the project and would like to see their names with their chapters.**" (Indiana State instructor)



4. Knowledge Construction and Sense of Community Issues: c. Community Building Tactics (videoconferencing between sites)

20 Tensions of Cross-Institutional Wikibooks and Suggestions

<p>Sample Tensions</p> <ul style="list-style-type: none"> • Experimentation vs. impact • Global ed impt vs. time • New benefits of tech and wikis vs. frustrations • Open ended vs. guided learning • Inclusive projects vs. realities of schedules • Intrinsically valuable vs. external rewards 	<p>Ideas and Suggestions</p> <ul style="list-style-type: none"> • Modeling, archive prior work • Plan, check calendars • Test Technologies, ask students what they use • More participants, more open-ended • Check schedules, get written commitments • Experiment with rewards; more participants > interaction
--	---

20 Tensions of Cross-Institutional Wikibooks and Suggestions

Sample Tensions

- How is learning assessed vs. excited by wikibook product & process
- Constructivist ideals vs. receptive learning expect
- Transformative learning vs. bounded courses
- Individual owns text vs. group owns
- Instructor vs. student control

Ideas and Suggestions

- Be clear on assessment policy, note exemplary work
- Scaffold students thru editing process, have reflect on learning
- Hold class discussion on transformative learning
- Assign students to edit Wikipedia page
- Create blogs or reflection journals on this issue

Unexpected Transfer

"I've worked with Native American students and I believe Wikibooks would be a wonderful way for them to display their classroom art collections. I know that all students would benefit from using Wikibooks, but if teachers on the Navajo Nation had the ability to use Wikibooks they could create innovative ways of displaying their works for all to see. Students who had the means to work on projects at home or in dorm settings can access their classroom Wikibook and edit and update their works at anytime. Wikibooks could also be created based on their tradition oral stories, ensuring they are preserved for future generations. Also, the wonderful thing about Wikibooks is that you have the ability to put these types of text in their native and translated languages." (Indiana student)

Unexpected Transfer

"Even off the reservations, Wikibooks could be used to create student portfolios, classroom portfolios and other types of alternative assessments. I honestly think that this is just the tip of the "wiki-iceberg" if you will in how it could be applied to a classroom setting anywhere in the world." (Indiana student)



INDIANA UNIVERSITY

Content Overview

15. Wiki document or resource authority lies in the community, not the individual.
16. Wiki document permissions can be set for potential readers and contributors.



INDIANA UNIVERSITY

Content Overview

17. Student topic selection issues.
18. Technology skills required are limited.
19. Wiki history page allows for reversal of changes.



INDIANA UNIVERSITY

Content Overview

20. Issues of wiki quality.
21. Instructor versus student control issues.
22. Decisions about Wikipedia and Wikibooks.





 INDIANA UNIVERSITY

Advice and Guidelines


1. Start small. Expand use over time.
2. Explain the project to the students, set ground rules, and be clear about expectations—student roles, activities, and assessments, how credit is awarded for anonymous contributions, etc.





 INDIANA UNIVERSITY

Advice and Guidelines


3. Ask students what types of wiki tools and activities they are familiar with.
4. Talk to other instructors and colleagues who may have used wikis in their classes.





 INDIANA UNIVERSITY

Advice and Guidelines


5. Support students: Include job aids or scaffolds on the wiki activity as well as the technology.
6. If you have a FTF class, demonstrate the wiki or take to a computer lab. Also model the use of the wiki. Do not just expect students to use it.





 INDIANA UNIVERSITY

Advice and Guidelines


7. Conduct formative evaluation on how the wiki task is working.
8. Archive prior semester wiki projects as examples.
9. Consider researching your use of wikis in the classroom and sharing the results with colleagues.





 INDIANA UNIVERSITY

Advice and Guidelines


10. Hold competitions at the end of the semester for the best wiki project.
11. Students may need training in cross-institutional collaboration.





 INDIANA UNIVERSITY

Advice and Guidelines


12. Can create cross-institutional wikibook communities with videoconferences.
13. Motivating students with internal and external incentives. Celebrate success! Identify exemplary work.




 INDIANA UNIVERSITY

Advice and Guidelines

- 15. Be clear on assessment policies.**
- 16. Consider grading reflection papers and group processes.**




 INDIANA UNIVERSITY

Wiki Wiki to it!

For More Information, Contact:
Instructional Consulting
Indiana University
School of Education
Bloomington, Indiana
<http://www.indiana.edu/~icy/>




Wiki Uses and Applications

Hosted By:
Professor Curt Bonk
 Instructional Systems Technology Department
 School of Education
 Indiana University, Bloomington, IN

Sponsored by:
Instructional Consulting
<http://www.indiana.edu/~icy/>

Instructional Systems Technology
<http://www.indiana.edu/~ist>

For more information, please visit Instructional Consulting at <http://www.indiana.edu/~icy/>



 INDIANA UNIVERSITY


Blog Uses and Applications

Professor Curt Bonk
 Instructional Systems Technology Department
 School of Education
 Indiana University, Bloomington, IN

Sponsored by:
Instructional Consulting
<http://www.indiana.edu/~icy/>


Instructional Systems Technology
<http://www.indiana.edu/~ist>


 INDIANA UNIVERSITY


 INDIANA UNIVERSITY


Warm-up questions

- **How do you define a blog?**
- **What are the motivational factors to contribute to the continuing blogging behavior of bloggers?**


 INDIANA UNIVERSITY

Content Overview

- 1. What is a blog? means "Web log"—is an online, chronological collection of personal commentary and links. Easy to create and use from anywhere with an Internet connection.**



INDIANA UNIVERSITY

Do you blog?

INDIANA UNIVERSITY

We Now Share Expertise in Many Ways (e.g., blogs, wikis, wikibooks, online news, open access journals, etc.)

INDIANA UNIVERSITY

Michael Wesch, Digital Ethnography blog, Kansas State University

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

Michael Wesch To Discuss "The Anthropology of YouTube" at Library of Congress on June 23

INDIANA UNIVERSITY

Alexandra Juhasz: Media Praxis blog
<http://aljean.wordpress.com/>

INDIANA UNIVERSITY

Stephen Downes, Canadian Research Council: OLDaily blog
<http://www.downes.ca/>
<http://www.downes.ca/news/OLDaily.htm>

INDIANA UNIVERSITY

George Siemens: ELearnSpace blog
<http://www.elearnspace.org/blog/>

INDIANA UNIVERSITY

Will Richardson, Weblogg-ed

<http://weblogg-ed.com/>



Value
Motivation
Conversation
Interaction
Engagement
Participation
Sharing
Communication
Empowerment
Creativity
Collaboration
Reflection
Feedback
Gamification
Literacy
Audience
Discussion



OOPS

OOPS! Opensource Opencourseware Prototype System
The Foundation of Fantasy Culture and Arts

INDIANA UNIVERSITY

Jay Cross, Internet Time Blog

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



Internet Time Blog

Jay Cross

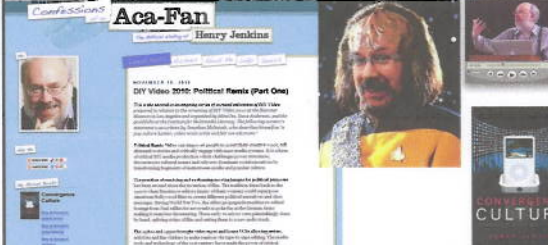
Time machine

WORK SMARTER Fieldbook

INDIANA UNIVERSITY

Henry Jenkins, Confessions of an Aca-Fan

<http://www.henryjenkins.org/>



Confessions of an Aca-Fan

Henry Jenkins

DIY Video 2005: Political Films (Part One)

INDIANA UNIVERSITY

Gardner Campbell, Baylor University

<http://www.gardnercampbell.net/blog1/>



Gardner Campbell

Video Games and Computer Working Power

INDIANA UNIVERSITY

Edupunk Bloggers, Jim Groom, Instructional Technologist, Mary Washington University;

<http://jimgroom.net/about/>



- Describes growing movement toward high-tech-do-it-yourself education.
- Mainly motivated by astronomical costs of higher education.

INDIANA UNIVERSITY


TravelinEdMan

We are entering a jumping off point...from the Web 2.0 to???

Web 2.0

- The Web As Platform
- Harnessing Collective Intelligence

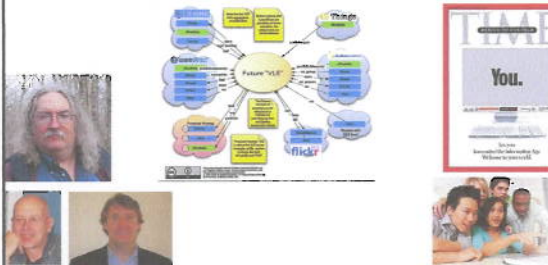
Elements of the Web's Next Generation



INDIANA UNIVERSITY

Personalized Learning Environments

(leaders include: Scott Wilson, Graham Attwell, George Siemens, and Stephen Downes)




INDIANA UNIVERSITY

Content Overview

2. What is a videoblog? A videoblog, or vlog, is a Web log (blog) that uses video rather than text or audio as its primary media source.
3. Who is blogging? Hundreds of millions of people.


BLOG



INDIANA UNIVERSITY

Content Overview


4. Why instructors use: Keep students up-to-date, extend course beyond class (blending), make course more interactive and personal, etc. Fosters student reflection on content—a content and course focus.



INDIANA UNIVERSITY

Roles of Blogs: Per Jay Cross


- Weblogs are a personal writing space. Easy, sharable, automatically archived.
- Weblogs are easily linked and cross-linked to form learning communities. The school logs projects are examples. The school logs also enable a teacher to evaluate a student's thinking, by reading explanations and assignments.
- Weblogs can become digital portfolios of students' assignments and achievements.
- Weblogs are a novice's web authoring tool.
- Accumulated weblogs become a content management system.
- Via digital storytelling, weblogs play a role in professional development.



INDIANA UNIVERSITY

Roles of Blogs: Per Jay Cross (posted in Will Richardson's blog)

1. Content Creation.
2. Decentralization of power.
3. User is in control.
4. Conversation rather than lecture.
5. Pipe (sharing network) more important than the content (i.e., new stuff will arise).
6. Increase in shared meanings and understandings.
7. Ideas presented are a starting point for discussion, not ending point.



Ψ
INDIANA UNIVERSITY

Roles of Blogs: Per Anne Davis (posted in Will Richardson's blog)


1. Sharing space (with parents, teachers, others).
2. Place to improve writing.
3. Place to think outside the box.
4. Place for surprise and anticipation.
5. A personal space for active experimentation.
6. A place to collaborate.
7. Just in time learning arena.
8. A way to connect with others and make connections to learning.

Ψ
INDIANA UNIVERSITY

Content Overview

5. Pros and Cons.


- Pros: quick, flexible, ownership, can determine student thinking, can lead to a writing portfolio, etc.
- Cons: Takes time, not confidential, another tool to learn, a lot to read, etc.



Ψ
INDIANA UNIVERSITY

Content Overview


6. Theoretical rationale: Blogging links to research on metacognition and the social construction of knowledge—reflect, negotiate ideas, and respond to the ideas of others.



Ψ
INDIANA UNIVERSITY

Content Overview


6. Theoretical rationale continued: Feedback is also possible on blog posts. Sharing is also a key component. Video blogging links to dual coding theory.



Ψ
INDIANA UNIVERSITY

Univ. of Maryland Baltimore County


...chemistry labs had groups of students posting their findings to a blog and receiving feedback from other students, the average passing rate in class went from 71.2 percent to 85.6 percent.



Ψ
INDIANA UNIVERSITY

David Wiley (BYU)

"A group of approximately 60 people from around the world who read, worked, wrote, and discussed together – and fewer than 10 of them were registered for credit at my university."




INDIANA UNIVERSITY

David Wiley (BYU)

"When the costs of "open teaching" are so low, I ask myself a question. Do we professors, who live rather privileged lives relative to the vast majority of the planet's population, have a moral obligation to make our teaching efforts as broadly impactful as possible, reaching out to bless the lives of as many people as we can? Especially when participatory technologies make it so inexpensive (almost free) for us to do so?"



Open Teaching in a Digital Age
 'Openness' as the default action of the academic?



INDIANA UNIVERSITY

David Wiley (BYU)


"The added richness of broader, international perspectives that these outside, informal students brought to the course was priceless for the official students in my class. And there were huge learning benefits for the informal participants as well."

INDIANA UNIVERSITY

Content Overview



7. How instructors use: Course announcements, task reminders, posting resources, and general course communication. Might also use to communicate with those teaching similar courses. They might also network with others.



INDIANA UNIVERSITY

Content Overview

8. How students use: post article reflections, dialogue, draft ideas for projects, collaborate across institutions or cultures, compose a summary of course learning or a blog on blog, respond to peers on their ideas, etc.






INDIANA UNIVERSITY

Content Overview

9. Blogging tools possible (Movable Type, WordPress, Blogger, LiveJournal, Twitter, etc.)

10. What to share: text, hyperlinks, images, multimedia, etc. Others can post comments.

INDIANA UNIVERSITY

Blogger (from Google)



INDIANA UNIVERSITY

WordPress (an open source project)

WordPress is the most popular publishing platform with a focus on simplicity, ease of use, and security. It's open source and available for free. It's also easy to install and use. WordPress is a great choice for anyone who wants to create a website or blog. It's also a great choice for anyone who wants to create a business website. WordPress is a great choice for anyone who wants to create a website or blog. It's also a great choice for anyone who wants to create a business website.

INDIANA UNIVERSITY

Movable Type (a more professional publishing platform)

See who's using Movable Type. Movable Type is a professional publishing platform. It's easy to use and has a lot of features. It's also a great choice for anyone who wants to create a website or blog. Movable Type is a great choice for anyone who wants to create a business website. Movable Type is a great choice for anyone who wants to create a website or blog. It's also a great choice for anyone who wants to create a business website.

INDIANA UNIVERSITY

Xanga (a huge community)

Today's Top Blogs: Why Xanga? Xanga is a social networking site. It's a great place to meet new people and share your thoughts. Xanga is a great place to meet new people and share your thoughts. Xanga is a great place to meet new people and share your thoughts. Xanga is a great place to meet new people and share your thoughts.

INDIANA UNIVERSITY

Tumblr (a feature rich system)

The easiest way to blog. Tumblr is a microblogging and social networking website. It's a great place to share your thoughts and photos. Tumblr is a great place to share your thoughts and photos. Tumblr is a great place to share your thoughts and photos. Tumblr is a great place to share your thoughts and photos.

INDIANA UNIVERSITY

Posterious (simple with much functionality)

Posterious is a simple and easy-to-use blogging platform. It's a great choice for anyone who wants to create a website or blog. Posterious is a great choice for anyone who wants to create a business website. Posterious is a great choice for anyone who wants to create a website or blog. It's also a great choice for anyone who wants to create a business website.


INDIANA UNIVERSITY

Soup.io (scrapbook—a personal remix of the web just click and add, easy to include multimedia, and lifestream—aggregates all you create online)

Soup.io is a personal remix of the web. It's a great place to share your thoughts and photos. Soup.io is a great place to share your thoughts and photos. Soup.io is a great place to share your thoughts and photos. Soup.io is a great place to share your thoughts and photos.

INDIANA UNIVERSITY


Edmodo (effectively makes password protected groups of blogs; polling, instant messaging, mobile access, class calendars, etc.)



INDIANA UNIVERSITY

Content Overview

11. Twitter posts are for micro-blogging (short 140 or less character text messages): instructors might post course announcements, resources, events, share lesson plans, extend or reduce office hours, etc.




INDIANA UNIVERSITY

Content Overview

12. Twitter for students: might follow professors, follow experts, ask questions of instructors, follow conference events, find industry leaders, etc.

13. Grading blog posts: quantitative and qualitative options.



INDIANA UNIVERSITY

Twitter (microblogging)

education




follow us on twitter 

INDIANA UNIVERSITY

Content Overview

14. Trackback notifies bloggers when one of their posts is referenced by another blog, making it possible to determine the popularity of a post based on the number and diversity of incoming links to a post.




INDIANA UNIVERSITY

Content Overview

15. Caution: Students might post inappropriate content.

16. Meta-tagging blog and videoblog postings will help people find them more easily.



INDIANA UNIVERSITY

Discipline Specific Blogs

Biomedical Sciences Blog

Public Financial Management Blog

INDIANA UNIVERSITY

Other Blogging Activities

6. Write "super summaries" of blogs.
7. Expand blog posts into papers.
8. Blog competitions.
9. Archive blogs for later years.
10. Bring blog posts to class.

INDIANA UNIVERSITY

Other Blogging Activities

11. Assign students to do video blogs (vlogs)

INDIANA UNIVERSITY

Vlogs (Blogs with video)

INDIANA UNIVERSITY

Bloggng is popular around the world

INDIANA UNIVERSITY

ePals and iEARN (collaboration between K-12 schools)

INDIANA UNIVERSITY

The Flat Classroom Project

FLAT CLASSROOM

INDIANA UNIVERSITY

Ice Stories Project (Exploratorium)

INDIANA UNIVERSITY

Cross-Cultural Rhetoric (CCR) Project

(writing, blogging, videoconferencing to build intercultural competence, Stanford U and universities in Sweden, Singapore, Russia, Egypt and Australia)

The Cross-Cultural Rhetoric Project

INDIANA UNIVERSITY

Advice and Guidelines

- 1. Create scaffold for any blogging collaboration. Include instructions and procedures to avoid offensive or inappropriate content (e.g., Netiquette).**

INDIANA UNIVERSITY


Advice and Guidelines

- 2. Be sure that students receive feedback on their blog posts.**
- 3. Instructors might not read every blog post, but, instead, read and grade student super summaries of their blogging reflections.**

INDIANA UNIVERSITY


Advice and Guidelines


- 4. Perhaps assign students to read a particular blog each week.**
- 5. If it is a blended class, have students bring in their blog transcripts with key concepts circled for discussion.**


 INDIANA UNIVERSITY

Advice and Guidelines


6. If you are using discussion forums, ask students to include blog comments in them.
7. Consider having students subscribe to the blog feeds of others or create an RSS feed on their blog.





 INDIANA UNIVERSITY

Advice and Guidelines



8. Allow students to select the blog tool that they will use.
9. Post sample blogs from prior students (with permission).
10. Post testimonials from students.





 INDIANA UNIVERSITY

Advice and Guidelines


11. Model blogging procedures as the instructor.
12. Praise exemplary bloggers.
13. You might set minimum or maximum blog posting guidelines.


 INDIANA UNIVERSITY

Advice and Guidelines

14. Videoblog postings of 3 minutes or less might be best.
15. Most blogs are social, but can be used or analyzed for educational purposes. There are dozens (if not thousands) of expert blogs for nearly any educational discipline.




 INDIANA UNIVERSITY

How might you blog?

For More Information, Contact:
Instructional Consulting
Indiana University
School of Education
Bloomington, Indiana
<http://www.indiana.edu/~icy/>






Blog Uses and Applications

Histed By:
Professor Curt Bonk
 Instructional Systems Technology Department
 School of Education
 Indiana University, Bloomington, IN

Sponsored by:
Instructional Consulting
<http://www.indiana.edu/~icy>
Instructional Systems Technology
<http://www.indiana.edu/~ist>

For more information, please visit Instructional Consulting at <http://www.indiana.edu/~icy>


 INDIANA UNIVERSITY


INDIANA UNIVERSITY

Poll: Which interests you the most?

- a. Podcasts
- b. Wikis
- c. Blogs
- d. All Three!
- e. Do not yet know
- f. None of the above...



Podcasts and Wikis and Blogs Oh My!
(Find papers as PublicationShare.com
archived Talks at TrainingShare.com)



James Bond