Title of Session: EuroLang - Web Resources for Creating an Online Course
Moderator: Phil Benz and Bee Dieu
Guest Speaker: David Le Blanc
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PhilB: Tonight's session of the Euro Language Teachers Forum features David Le Blanc, presenting various Web resources for creating an online course.
ElekM: I heard about it on CETEFL
ElekM: that's why I'm here
DavidEL: What's CETEFL Elek?
PhilB: CETEFL= a discussion list of Central European Teachers of EFL.
ElekM: Central and Eastern European Teachers of English as a Foreign Language
PhilB: OK, well, let's begin then. First a few technical points. If you find the discussion going too fast for you, you can use the "actions" field just above and to the right of the text display area to "detach" the discussion and enlarge it for easier viewing.
DavidEL: To begin, I will start with the big stuff and then get down to the nitty gritty.
PhilB: We usually begin with introductions...
PhilB: David, can you start?
DavidEL: I am a secondary teacher of computer science and a Ph.D. student in Educational Technology.
PhilB: ***** Introductions from everyone, please. *****
PhilB teaches English and does teacher training in EdTech integration in southern France.
AlainKr: Alain Krizic, I teach ESL in Orleans, France.
LaurenceB: I teach English in Martinique, French West Indies.
ElekM: I teach English in a secondary school in Budapest, Hungary and I'm also on the IATEFL Hungary committee as "Internet Relations Officer"
PhilB: Super, Elek! really glad you could join us tonight.
BJ: I'm an art teacher in Pennsylvania, US and a helpdesk volunteer for Tapped In
PhilB: Vance is away from his computer I think. David, go ahead and begin!
DavidEL: Okay. To start I would like to introduce you to moodle.
DavidEL: Moodle is a course management system (CMS) - a software package designed to help educators create quality online courses. Such e-learning systems are sometimes also called Learning Management Systems (LMS) or Virtual Learning Environments (VLE).
DavidEL: One of the main advantages of Moodle over other systems is a strong grounding in social constructionist pedagogy.
SarahRD joined the room.
PhilB: Sarah, we were just doing intros. Can you introduce yourself?
PhilB . o O (Constructivism, sounds good!)
SarahRD: OK, is there anyone who doesn't know me? ;-))
ElekM: (incidentally, I'm currently running a teacher training course using moodle)

SarahRD: I'm Sarah, English teacher and ICT teacher in English, from Blois, France

DavidEL: The design and development of Moodle is guided by a particular philosophy of learning,

DavidEL: a way of thinking that you may see referred to in shorthand as a "social constructionist pedagogy".

DavidEL: Moodle is Open Source software, which means you are free to download it, use it,

DavidEL: modify it and even distribute it (under the terms of the GNU General Public License).

BrigitteCa joined the room.

DavidEL: Moodle runs without modification on Unix, Linux, Windows, Mac OS X, Netware and any

DavidEL: other system that supports PHP, including most webhost providers.

AlainKr: GNU... sounds good !

DavidEL: Moodle is available in 34 languages, including: Arabic, Catalan, Chinese

DavidEL: (simplified and traditional), Czech, Danish, Dutch, English (UK and US versions),

DavidEL: Finnish, French (France and Canada versions), German, Greek, Hungarian, Indonesian,

DavidEL: Italian, Japanese, Norwegian, Polish, Portuguese (Portugal and Brazil), Romanian,

DavidEL: Russian, Slovak, Spanish (Spain, Mexico, Argentina and Caribbean versions), Swedish,

DavidEL: Thai and Turkish.

JacquiC joined the room.

PhilB: Brigitte, Jacqui, we were just doing intros. Can you type a short intro into the main chat area?

AlainKr: You don't do swahili, do you ?

DavidEL: lol

DavidEL: I wish.

AlainKr Is kidding, private joke, sorry

DavidEL: Moodle courses can be setup using 3 different arrangements. The 'Weekly' format

DavidEL: arranges course content by calendar weeks. The 'Topics' format looks the same as the

DavidEL: 'Weekly' format but arranges content according to topics or categories. Finally, there is the 'Social' format. The 'Social' format is for creating a course based on a threaded discussion.

BrigitteCa: Hi everybody sorry to be late .I teach English in a vocational school in France

DavidEL: Let's have a look at a few examples at moodle.org.

DavidEL: Go to the following URL: http://moodle.org/course/view.php?id=2

DavidEL: Log in using the password and username 'demo'. Have a brief look around then come back

DavidEL: after 1 minute. We will go back and forth to the course as I explain each of the parts.

DavidEL: Okay. See you in about 1 minute.

AlainKr: So, moodle is a CMS, is that right ?

DavidEL: Yes.

DavidEL: Exactly.

DavidEL: Below the breadcumb navigation you have a section called 'People'. This lists the course participants and their role. Each course participant creates a personal profile where they can share (if they choose) various information. Participants might also upload a picture or icon to represent themselves. If no picture is uploaded then a 'happy face' icon is put in as a placemarker. Lets go back to the course now and have a look at this section (1 minute).

PhilB: Looks like a cool tool, David!

DavidEL: I love it.

AlainKr: Is it less a fatware than the ...nuke series?

DavidEL: I don't know the term fatware? nuke series.

DavidEL: Welcome back. At the top of the course page, you see the course title and your login information. Just below the course title is a breadcumb linked navigation. For those of you who are new to breadcrumb navigation, it shows the path of where you have currently navigated to in the course. The words are hot links taking you to the indicated sections. Let's go back and have a look. You should see that we are at moodle.org in the course Demo101. Have a quick look and come right back (10 seconds).

AlainKr: I mean, posnuke, phpnuke, and the like

DavidEL: I believe so Alain.

AlainKr: Applications that use a lot of resources on webservers

DavidEL: Right below the 'People' section is 'Activities'. All of the class activities are grouped here according to type. These are the same activities that are posted in the middle column. That is the course content (currently displayed in 'Weekly' format). Each week can combine any number of learning activities. Let's go there now and have a look (2 minutes).

DavidEL: I'm not familiar with those Alain.

PhilB listens to David's presentation.

DavidEL: Now let's briefly look at the far right column (3rd column). Here you will see 'Latest news'. Latest news is for posting announcements. These are stamped with the local server's date and time.

DavidEL: Underneath the Latest news is section that displays 'Recent activity'. For instance, who was last logged in. Who's new to the course, etc. Have a brief look and come back in approximately 30 seconds.

AlainKr: got them from computer word-lists

DavidEL: Okay. Back to the left-hand column under the 'Activities' navigation box, you will see a 'Search' box. This box performs a global search of discussion topics at the moodle.org site. You may want to try it out with something that interests you. If you can't think of anything, try typing 'distance' into the box to see what comes up. Come back in 1 minute.

SarahRD: Question: I used something like this a couple of years ago, called "MyClass". But now you have to pay for it, so everything I ever did there got blocked. Are you certain this won't happen with Moodle?

DavidEL: Yes. This is a good question.

DavidEL: This is something that I was worried about when I started to investigate CMS
DavidEL: The Open Source project is free to use
DavidEL: Paying is against their philosophy.
PhilB: I really like the enclosed article on Constructivism. Looks like we could have a whole hour of discussion on that alone.
DavidEL: There are two more small sections. Underneath the 'Search' box on the right, there is an 'Administration' area. From the students' view, this is for checking course grades, changing your password, and un-enrolling from the course. Just below the 'Administration' section you will see 'My Courses'. This area lists all of the courses the current user is registered in at this site. Okay. go have a look and come back in 1 minute.
DavidEL: How's my timing? Is this moving a little too fast or slow?
PhilB: It's good, David! Go ahead. perhaps a pause for questions?
PhilB: ***** Questions about using "Moodle"? *****
PhilB: David, have you used this with real live students?
DavidEL: Moodle is a CMC. You still need a server to host the courses.
AlainKr: Er, I got lost for a while, but I've found my way back
PhilB: So you load it on your *own* server then?
SarahRD: Can you explain CMC please?
DavidEL: Yes. I have started a community for colleagues to use with their students. I will introduce that next.
CharlieGst1: Does that mean it's not free?
DavidEL: CMS is what I should have said. Course Management System.
DavidEL: The software is free.
LaurenceB: would the server need to accept mysql?
DavidEL: Some people load it on to their own server.
DavidEL: Yes. mysql is needed.
LaurenceB: so wanadoo wouldn't take it
PhilB: So we can download Moodle, set up courses on our *own* server, and be 100% certain that the resource will never disappear, like some recent service switchovers.
DavidEL: It may. I would look at the documentation at http://moodle.org to check that out.
DavidEL: Yes.. but have I got a deal for you.
PhilB: Laurence, I bet you could set it up through your CRDP or your academie offices.
DavidEL: Basically, that's how courses work with this learning management system. Are there any questions before I introduce you to the next site?
AlainKr: Right, wanadoo don't offer mysql, but there are cheap, ad-free alternatives
LaurenceB: Really?
DavidEL: If you are interested in experimenting with moodle, I would like to offer you a free sandbox (course instance) at a site I host for colleagues. The site is at http://MySandbox.net
PhilB: Should we go there now?
DavidEL: Sure. Look at the 'about' link and come back in 30 sec
DavidEL: great.
ElekM: very nice concept, David
PhilB . o O (you can always retype URLs into your browser URL field.)

DavidEL: I believe in collaboration with colleagues. I hope to learn as much from others as they learn from me.

ElekM: same with me

PhilB: That's what it's all about - networking - exchanging - sharing - building.

AlainKr: I opened the video, there's someone talking to me, is that you, david ?

DavidEL: Yes. That's a very grainy example of my research

AlainKr:

DavidEL: I was too close to the screen so I look like I'm glowing.

DavidEL: Glowing green.

PhilB: David, can you tell us how your students used these resources?

AlainKr: Yes, that makes it a bit eerie

DavidEL: You mount courses on the CMS and use it to host fully online courses or

DavidEL: face-to-face courses that are supplemented

DavidEL: with online content.

CharlieGst1: What type of interactivity does it offer?

JacquiC: Hi. I'm a doctoral student in educational and instructional technology. I'm using a Mac. I cannot seem to view the video. Are there platform restrictions?

DavidEL: I teach fully online these days.

PhilB: So in one case, you never see the students, and in the other they turn to the online material in between course sessions?

DavidEL: Hold on one moment and I'll indicate the features list.

AlainKr: I have some difficulties to browse through the site, follow the conversation and type an answer (average 40 secs)

PhilB: If you find the discussion going too fast for you, you can use the "actions" field just above and to the right of the text display area to "detach" the discussion and enlarge it for easier viewing.

AlainKr: Can you lock the access to a page , an item , ... ?

DavidEL: I will send you to the demo version at moodle.

DavidEL: Here

AlainKr: Yes, I've found it (Mandarin for instance)

DavidEL: Here's the instructions:

DavidEL: Let's have a look at a few examples at moodle.org. Go to the following URL: http://moodle.org/course/view.php?id=2Log in using the password and username 'demo'. Have a brief look around then come back after 1 minute. We will go back and forth to the course as I explain each of the parts. Okay. See you in about 1 minute.

DavidEL: Sorry Jacqui. I just saw your note about the video. Don't worry so much about that.

DavidEL: At the http://MySandbox.net site you only need to be concerned with the 'about' and 'moodle' links.

AlainKr: are we all Harald Richard ?

AlainKr: Can I change to Ricardo Dalton ?

DavidEL: They explain everything. The video is just presentation of my research.

PhilB . o O (I think so Alain.)

DavidEL: Harald is the demo user name.

AlainKr: Good thing I'll get the script, there seems to be a lot of things to explore

ElekM: what are the philosophical implications of us all being Harald Richard?

DavidEL: I guess you are Harald when you log on with demo.

DavidEL: Some one asked about features.

DavidEL: or interactivity.

DavidEL: Have a look at that section.

DavidEL: Right below the 'People' section is 'Activities'. All of the class activities are grouped here according to type. These are the same activities that are posted in themiddle column. That is the course content (currently displayed in 'Weekly' format). Each week can combine any number of learning activities. Let's go there now and have a look (2 minutes).

DavidEL: Let me know when you're back.

ElekM: I'm back

DavidEL: What do you think Elek?

AlainKr: back

PhilB: David, this really looks like a "blackboard" killer. Why pay big bucks for an overly complex Blackboard program, when you've got all your features here?

DavidEL: Exactly.

DavidEL: And what's best is

ElekM: as I said before, I'm currently teaching a course using moodle so I love it

DavidEL: the user community that supports one another.

DavidEL: Oh. I missed that Elek.

ElekM: no problem

DavidEL: Not a great multitasker.

DavidEL: Me that is.

ElekM: I wasn't trying to hijack the thread

DavidEL: Does anyone have more questions about moodle before I move on?

PhilB: Elek, perhaps in a future session you could tell us about your concrete experiences with Moodle.

ElekM: sure

ElekM: if there's interest

PhilB: David, I think we're ready to move on.

DavidEL: Okay.

DavidEL: Let me introduce you to another Learning Management System (LMS) called Fle3.

DavidEL: I have just started to use Fle3 in an online course I am teaching Java programming (http://ILearnITOnline.com). I am very excited about this software as I have already experienced surprising improvements in my virtual classroom climate.

DavidEL: Most noticeable have been the sophistication of our online discussions and the upportive atmosphere of the learners in my class.

DavidEL: Fle3 is an acronym for Future Learning Environment 3.

DavidEL: It is a web-based learning environment. To be more specific Fle3 is server software for computer supported collaborative learning (CSCL).

DavidEL: Like Moodle, Fle3 is Open Source and Free Software.

DavidEL: Fle3 is designed to support learner and group centered work that concentrates on creating and developing expressions of knowledge (i.e. knowledge artifacts) and design. Fle3 contains three learning tools and several administration tools.

DavidEL: I'll introduce you to the student interface that presents three tabbed panes (WebTop, Knowledge Building, and Jamming).

DavidEL: Let's look at the three learning tools now, using the same format as we did with moodle.

DavidEL: Unfortunately, the demo server appears to be down. I will show you a number of screens

AlainKr: I see it is powered by zope

DavidEL: captures after each of which I encourage you to ask questions.

DavidEL: yes Alain.

DavidEL: To begin, we'll look at the WebTop.

AlainKr: Does that mean that you have to have a linux system installed on your computer ,

DavoodS joined the room.

DavidEL: No Zope works with several OP

AlainKr: or just on the server ?

AlainKr: OK

DavoodS: Hi all

DavidEL: I have it installed on my local machine as well as rent space on a hosted server.

DavidEL: Hellow Davood

DavoodS: am I late?

DavidEL: WebTop is the first thing to appear on a participant's screen as they enter the Fle3

PhilB: Davood, we have been looking at Moodle, a course management tool...

DavidEL: environment. Take a look at the following screen shot and come back to discuss

PhilB: David is moving on to "FLE3"

DavidEL: http://fle3.uiah.fi/screen_shots/Pages/Image0.html

DavoodS: k

DavidEL: Look and come back in 30 secs.

PhilB: David, looks kind of like a file-sharing environment.

DavidEL: You will notice that WebTop appears as a red pane on top of the two other colored tabs that lead to the other 2 sections of the course. Hence, the name WebTop. The WebTop displays a picture or icon that the user has chosen to represent themself. The user's nickname is below their picture.

DavidEL: Along the top-right are two links (Information & Preferences). Information contains such things as an email address, URL for a personal Website, etc. This is filled in by the user and contains only information they want to share with their classmates.

DavoodS: k me back

DavidEL: I've posted two messages above that you may have missed.

AlainKr: That looks really interesting

AlainKr: Is it open-source too ?

DavidEL: yes. I'm very excited about it. Yes Open Source

DavidEL: The Preferences link allows the user to customize their Webtop. Mostly this means changing their Webtop background to another colour or graphic image. Let's look

at an example of a WebTop that has been customized (5 seconds):
http://fle3.uiah.fi/screen_shots/Pages/Image10.html
DavidEL: At the far right are listed the courses they are taking in Fle3. In this example the learner is enrolled in two courses: Our environment & Craft and design. You may want to have another quick look (10
seconds).http://fle3.uiah.fi/screen_shots/Pages/Image0.html
PhilB . o O (Oooh, the green stucco look.)
DavidEL: Yeah!
DavidEL: Fle3 WebTops can be used by teachers and students to store different items (documents, files, links, knowledge building notes) related to their studies, organize them to folders and share them with others. That is what is showing below the information I just discussed.
DavidEL: WebTop also includes a shared "course folder" for each course. The same shared "course folder" is available in the Knowledge Building and Jamming tools as well. We will look at those two sections next.
ElekM: looks interesting
PhilB: So it's like sharing an online hard disk for file sharing over the internet, or a local network.
DavidEL: Yes. In a way Phil.
DavidEL: The items in the WebTops can be called learning objects - if you wish.
PhilB: It appears to have less "course structure" than Moodle.
DavidEL: Yes. It is definitely collaborative.
DavidEL: It forces a collaborative teaching style.
DavidEL: Any questions about WebTops?
PhilB: The items are, I assume, any file, whether web page or word doc or .gif picture or just a short text note.
DavidEL: Yes.
DavidEL: There is also the common course shared folder
DavidEL: for collective objects.
AlainKr: Can some files be excluded by the admin ?
AlainKr: for instance .exe ?
PhilB . o O (looks useful, but less complete than Moodle, which also allowed file sharing, folders, etc.)
LaurenceB: are there any efl sites using these two so far?
DavidEL: The admin has the right to delete things from the users WebTop
DavidEL: Executable files are allowed I believe but you would know your users.
DavidEL: I don't know Laurence. I can look into that if you like.
DavidEL: Now we'll look at the Knowledge Building section.
AlainKr: But can there be a security device to prevent registered users to upload a certain type of files ?
AlainKr: OK
DavidEL: Not that I'm aware of Alain.
DavidEL: With the Fle3 Knowledge Building tool groups may carry out knowledge building dialogues, theory building and debates by storing their thoughts into a shared database. Most of you will recognize this section as a threaded discussion. However, this tool has some unique advantages over regular online discussion tools.

DavidEL: Have a look at this tool now and we will go over how it's organised (15 seconds). http://fle3.uiah.fi/screen_shots/Pages/Image1.html

DavidEL: The first thing you may have noticed is that the title of the current course (Our environment) is displayed near the top with a drop down selection box to access other courses.

DavidEL: Just below the course title you will see the course participants icons and nicknames displayed in a divided section with white and green backgrounds.

DavidEL: The white background indicates participants who are currently online. The green background are class members who are not online.

AlainKr: Does it work like a forum ? a blog ? a wikiwiki ?

PhilB: Looks cool for real-time discussions.

DavidEL: Like a threaded discussion with some real advantages.

AlainKr: Oh, like a chatroom, then ,

DavidEL: I'll get to those soon.

DavidEL: I always think of a chatroom as a synchronous discussion like this one.

DavidEL: It's more like a bulletin board

DavidEL: Clicking any of the participant's nickname under their icon will lead to their personal WebTop. Everyone's WebTop is accessible to anyone in the class to peruse in read-only format. Only the owner of each WebTop can edit their information.

DavidEL: Just below the icons and nicknames section you will see a link that says 'Create newcourse context'. Actually, only the instructor has the right to create a new course context.

DavidEL: A course context is a category or topic area that contains related discussion threads. In this case, the topic category (course context) is 'Climate change'. have another quick look (10 sec): http://fle3.uiah.fi/screen_shots/Pages/Image1.html

AlainKr: That sounds terrific !

DavidEL: Yes.

PhilB: Threaded discussions = message boards = "forums" (in French usage), but the online icons allow you to see who can answer immediately and who can't. Cool feature.

LaurenceB: and the instructor can also modify the students webtops, right?

DavidEL: While only the teacher has the right to create new course contexts, everyone can create new discussion threads or subcategories of those topics.

DavidEL: Let's take a quick look at a typical discussion note posted by a user (10 seconds).http://fle3.uiah.fi/screen_shots/Pages/Image2.html

AlainKr: Ok, message boards :)

DavidEL: yes. more like that Alain.

DavidEL: In this posting you will see that the author is giving an explanation of what she thinks is one of the causes of climate change -- Changes in wild forest populations.

DavidEL: You will have seen a knowledge type 'My Explanation' indicated at the top of this note. More on 'knowledge types' in just a moment.

DavidEL: This note is displaying a picture that the user has uploaded to support her explanation. Users can also upload URLs that point to external Websites for data sources; this is extremely powerful.

DavidEL: One very unique feature of the Knowledge Building, is the use of Knowledge Types to scaffold and structure learners' dialogue.

AlainKr: Nice layout of the page too, simple, easy to read...

DavidEL: There are a number of different Knowledge Types that the teacher can incorporate into a particular course context to scaffold the learners' thinking. The teacher is also given the choice of designing their own under Knowledge Types under the course management section. This is very easy to do.

PhilB: Yes, students need more structure like this.

DavidEL: The Knowledge Type sets are fully editable and one may export and import them from one Fle3 to another. Fle3 comes with two default Knowledge Type sets: (1) Progressive Inquiry, and (2) Design Thinking.

DavidEL: When a user responds to a note with their own post they must select a Knowledge Type that represents the type of thinking they are using. Have a look at this example where it says 'Reply with a' and a drop down box (10 seconds):http://fle3.uiah.fi/screen_shots/Pages/Image3.html

DavidEL: Let me know when you're back

DavidEL: just type 'back'

PhilB: Your example looks a lot more clear than "progressive inquiry" and "design thinking" would be.

ElekM: doesn't it make a bit more complicated for students?

AlainKr: I'm really...

JacquiC: Ah. this feature promotes metacognition. Great!

AlainKr: ...impressed !

ElekM: make it, I mean

DavoodS: back

AlainKr: great tool, indeed?

LaurenceB: yes, excellent!

DavidEL: I have found that my students (15-18) have adapted very quickly Elek

DavidEL: If you are not saying to yourself "Wow!" then you may be missing the significance of this very powerful feature. This is encouraging meta-cognition and critical thinking skills in the learners.

DavidEL: With certain "Knowledge Types", learners can choose to change their selection at a later time if they feel they have mis-categorized their thinking. Have a look (15 seconds): http://fle3.uiah.fi/screen_shots/Pages/Image4.html

LaurenceB: great for current issues, debates...

PhilB: David, I feel like we've just scratched the surface of these tools, and like you probably have a lot more stuff to share.

ElekM: OK, you must be right - I'm training teachers and they seem to be a lot slower at adapting

DavidEL: Participants can display the posted notes by thread, knowledge type, person or date. Have a look now (10 seconds): http://fle3.uiah.fi/screen_shots/Pages/Image5.html

AlainKr: Comme dirait JP, c'est ?norme !

PhilB: Yes, Alain, it's like a huge leap!

DavidEL: Comment dirais quoi Alain?

LaurenceB: JPP?

AlainKr: It's ... what would you say Phil ?

DavidEL: Je ne sais pas ce quie est JPP

PhilB: I said it = a huge leap.

AlainKr: a huge leap

DavidEL: Before we move on to look at the 'Jamming' section of the course, is there any questions about this 'Knowledge Building' section?

ElekM: OK, I'll take a French course

PhilB: JP is another colleague who does a lot of webwork.

AlainKr: A friend of ours, I'll post him the urls

PhilB: Let's take a few minutes to take stock now, folks...

DavidEL: The final section, Jamming, is used for learners to display and collaborate on artifacts that they create. Have a quick look and come back to learn about 'Jamming' (10 seconds):

LaurenceB: Yes, he'll love it!

PhilB: David, can we break for questions?

SharonHo joined the room.

PhilB: Our time is racing by!

DavidEL: Sure. Unless you want me to finish the last section first.

DavidEL: Or take questions first

PhilB: David - go for the last section, briefly.

AlainKr: let's jam

PhilB: Sharon, our session is nearly wrapped up here.

LaurenceB: I'm afraid of the problems we may encounter when downloading such programs. I tried to start a spip site and found it hard! looks similar in the process...

DavoodS: where is the url for jamming?

DavidEL: Fle3 Jamming tool is a shared space for collaborative construction of digital

DavidEL: artifacts (pictures, text, audio, video). A study group may work together with some

DavidEL: digital artefacts by simply uploading and downloading files.

DavidEL: I missed the Jamming tool

DavidEL: just a second

DavidEL: http://fle3.uiah.fi/screen_shots/Pages/Image7.html

PhilB: So it's a sort of extension to file sharing then?

ElekM: jamming's jammed

DavoodS: ty

ElekM: sorry

JeffC waves

DavidEL: Yes. Only it builds upon what others have done.

AlainKr: ;?)

DavidEL: It forces a kind of collaboration.

PhilB: File sharing but with a sort of tree diagram linking related materials.

DavidEL: Yes.

DavidEL: Everyone sees everyone else's work.

AlainKr: Where's Joensu ?

AlainKr: Japan ?

PhilB: Looks very useful.

DavidEL: They are encouraged to build upon this.

AlainKr: Haida land ?

CharlieGst1: Annotation is good, especially for academic writing

DavidEL: The user simply selects the radio button beside the artifact their version builds

DavidEL: upon. They then upload their work to be displayed in comparison to the given example.

DavidEL: Take another quick look (10 seconds).

DavidEL: http://fle3.uiah.fi/screen_shots/Pages/Image7.html

PhilB: ****** Final Questions for David on tonight's resources, "FLE3" and "Moodle"?

DavidEL: Yes Charlie.

DavidEL: A most powerful feature of 'Jamming' is the ability to annotate one another's work.

DavidEL: Annotation allows every participant, including the instructor, to post comments with

DavidEL: a particular artifact.

DavidEL: Take a look at a screenshot example (10 seconds).

DavidEL: http://fle3.uiah.fi/screen_shots/Pages/Image8.html

DavidEL: Does anyone have any questions about the 'Jamming' tool or Fle3?

DavidEL: One thing that I should mention is that Fle3 is easy to localize to different

DavidEL: languages. Currently users may choose their user interfaces language to be Finnish,

DavidEL: English, Spanish, French, Portuguese, Brazilian Portuguese, Norwegian, Dutch,

DavidEL: Italian, Lithuanian, Estonian, German, Polish, Danish or Chinese.

DavidEL: The language choice effects only the user's local environment without making

DavidEL: changes to the other users' interface langauge.

DavidEL: I don't know if this will work but I will attempt to give you temporary access to my

DavidEL: Java programming course. I'm not sure how many users can log on with the same

DavidEL: username and password but let's try it out. If it doesn't work you can come back and

DavidEL: we'll move on.

AlainKr: Time flies away when you are in good company

DavidEL: I typed a bit more than I meant to there.. Let me redo it.

DavidEL: A most powerful feature of 'Jamming' is the ability to annotate one another's work.

DavidEL: Annotation allows every participant, including the instructor, to post comments with

DavidEL: a particular artifact.

DavidEL: Take a look at a screenshot example (10 seconds).

DavidEL: http://fle3.uiah.fi/screen_shots/Pages/Image8.html

PhilB: David, I almost feel like inviting you back next week for chapter 2 of this excellent presentation. Or some later week.

CharlieGst1: Is there online image editing for the jamming feature?

DavidEL: Certainly, anytime.

DavidEL: I have a hard time shutting up.

AlainKr: Sure, that is if you can

PhilB: I haven't heard back yet from the guy who was originally interested in presenting next week.

DavidEL: There isn't an online graphics tool.

AlainKr: I'll advertise it

DavidEL: this is just a sharing space.

PhilB: Question about "FLE3" - this is also a tool that we would install on our own school or district servers, right?

CharlieGst1: So items are just loaded into the diagram?

DavidEL: Yes.

DavidEL: You might try http://freezope.org

AlainKr: That's one of the best project I've seen in months

DavidEL: They will give you free zope space for education

DavidEL: Merci Alain.

AlainKr: OK, I'll check, I thought it was only for penguins

DavidEL: lol

JeffC: FLE3 is an environment that was analyzed at the Ikarus project this summer.

PhilB: OK, we really need to bring tonight's session to a close. I want to thank everyone for coming, and especially David for presenting all of this. Next week's session is a little up in the air, but whether it's David doing a return trip, or Joe or somebody else, I'm sure we'll have more fascinating discussions.

CharlieGst1: Thanks for such useful resources

ElekM: Thanks a lot really!

LaurenceB: Yes, thank you, but we want you back, don't we?

ElekM: I'll need to look at FLE3 in some more detail as it looks very interesting

AlainKr: Yep, that was really worth postponing the work I still have to edit for tomorrow

DavidEL: Great. And feel free to signup for a course instance at http://MySandbox.net

DavoodS: thanks David

JeffC: There are a number of papers written on it (through me). I also have written an article on creating a MUVE environment in my paper on Educational MUVEs.

DavidEL: Looks interesting Jeff. I would be interested in seeing your work.

JeffC: http://education.ed.pacificu.edu/lab/EducationalMUVES2.htm

CharlieGst1: A weeks playing should help understand everything much more

PhilB: Perhaps next week we could expand on tonight's discussion, and also ask Elek to talk about his use of Moodle with her students?

DavidEL: Thanks Jeff.

BrigitteCa: Thanks David , good night all!