

**Title of Session:** Reflections on Tapped In Professional Development

**Moderator:** Dianne Allen

**Title of File:** Reflections

**Date:** July 19, 2006

Room: Comfy Conference

**BJB2:** Welcome to this proactive discussion on Reflections as professional development

**DianneA:** OK, let's get the show on the road

**DianneA:** thanks BJ

**DianneA:** might each of you introduce yourselves and what you teach and where

**JohnLi:** I am a third grade teacher in San Jose, California.

**BJB2:** I'm an art teacher in Pennsylvania, US

**HeatherAB:** I'm a Technology teacher in Texas

**DianneA:** I teach pre-service teachers K-6 at Wollongong Australia

**EmilieD:** high school sped resource teacher, Virginia

**LaraHe:** I'm a middle school teacher currently in disguise as a PhD student in teacher ed

**KatyD:** I teach EFL in Argentina

**JohnLi:** I am also a member of a local school board.

**DianneA:** It might also be an idea if you detach your chat space for the moment for we will be talking a bit first

**KymerlyT:** I am a Middle School Special Education teacher in Reno, Nevada. Well next year I will be teaching in Fernley, NV. I am just getting my ESL endorsement as well.

**DerrickS:** I'm a high school math teacher in southern CA

**JeffC:** I'm on Helpdesk here, and have been since Tapped In started almost ten years ago.

**LaraHe:** Sorry. Didn't say I'm from Illinois

**DavidWe** joined the room.

**DianneA:** Any one else?

**DianneA:** intros David?

**DianneA:** If not, thanks

**DavidWe:** I'm David Weksler. I've been using Tapped In for 9 years. Currently I'm in an Apple store in Los Angeles but I'm flying home to New Jersey tomorrow

**DianneA:** to give you a bit of context ...

**DavidWe** presented about Tapped In at the NECC conference in San Diego 2 weeks ago

**DianneA:** I am interested in professional development, and reflective practice to do that

**DianneA:** and I have been involved here at Tapped in for some years and with the Festival and with the introduction of the certificates of participation

**DianneA:** I was wondering if we might take certificates here in Tapped IN to the next stage

**BJB2:** what might that stage be, Dianne?

**HeatherAB** listens to Dianne

**DianneA:** and thinking about that raises not only what but how

**KyemberlyT** left the room.

**DianneA:** One of my interests is how do we go about accrediting the informal learning that happens on the job

**DavidWe** would like TI participation to be worth Continuing Education Units (CEUs) or something more "academic"

**DianneA:** to accredit we need some sort of documentation

**DianneA:** and some sort of evaluation

**NazarY:** what about using participation metrics?

**DianneA:** as practicing teachers, it is my view that the professional ones are doing that all the time

**DavidWe:** What kind of participation metrics, Nazar?

**NazarY:** Actually, I just made up the term...

**DavidWe** smiles

**JeffC:** lol... well... it has a great ring of educationese.

**NazarY:** What I mean is, can you issue CEU's based on the quantity and quality of one's participation

**DavidWe** nods

**NazarY:** ?

**DianneA:** but perhaps not documenting, and perhaps not developing a second level of evaluation to help them engage in significant change from self-study

**KymerlyT** joined the room.

**DianneA:** so I was wondering whether by extending the certificate process we could capture teachers reflections of engagement in Tapped In, and help them develop their reflective work

**DianneA:** that is something I would like to be involved in

**DianneA:** any other thoughts?

**BJB2** listens

**HeatherAB:** Can you tell us a bit more of your thoughts, Dianne?

**LaraHe:** This idea could provide the opportunity for those teaching in rural districts to be more connected and provide them with CEU's when few are offered in their districts

**BJB2:** Dianne is leading the monthly Teaching Teachers discussion where this topic will be continued

**DianneA:** Let's do some learning by doing work ... now

**DianneA:** I have collected some reflective structures while scanning the literature

**DianneA:** one is Reaction/ Elaboration/ Contemplation

**DianneA:** If I were to ask you for your reactions to any or all of the Festival you have engaged in today what would you say are your reactions?

**KatyD:** that sounds quite interesting

**DianneA:** your reaction to the Festival so far Katy?

**KatyD:** well this is my first time I learnt a lot and had a great time

**DianneA:** thanks, anyone else?

**HeatherAB:** That I need a lot of time to try to digest all I've seen and heard

**BJB2:** great time is good...and collaboration, networking

**DianneA** nods to Heather

**DianneA** nods to BJB

**KatyD:** as I'm so far this is a great opportunity

**BJB2:** mostly I've been impressed by the networking that will hopefully lead to future collaboration

**DianneA:** Lara? Derrick?

**DavidWe** agrees strongly with BJ

**DianneA:** Emilie?

**BJB2** . o O ( the sustaining part of sustaining prof dev online )

**KatyD:** sure

**BJB2:** which is the theme of this festival

**LaraHe:** I had time to participate only a little, but felt the resources were helpful.

**DianneA:** thanks Lara

**EmilieD:** I would like to see audio added to the chat - I had some difficulty with patience with slow chatting

**DianneA:** thanks Emlie

**JeffC:** Tapped In can certainly sustain, but beyond that, we need to inspire educators to change their routines... that's even more difficult than sustaining support.

**JohnLi** cannot stay, unfortunately. Have to run.

**DianneA:** thanks Jeff

**JeffC:** Can you stay logged in for the transcript John?

**EmilieD:** the first one I participated in had the moderator in Skype so I could hear him - it was great

**DianneA:** Nazar? Keiko?

**JohnLi:** Well, I suppose I could do that, sure.

**DianneA:** Heather?

**HeatherAB:** I'm once again amazed at the human resources available here

**LaraHe:** It was interesting how the tech difficulties suffered by the facilitator was covered by others within the session. Great collaboration and quick thinking.

**HeatherAB:** things that I want to share with my teachers

**JeffC:** Nazar is fairly new to TI... he was going to attend my NECC workshop but there was a conflict in schedule.

**NazarY:** I just happened into this conversation, so... nothing from me.

**DianneA:** thanks ...

**DianneA:** now sometimes 'reactions' at short notice are hard to deliver on

**EmilieD:** are the transcripts from these sessions available to everyone in tapped in, or only the participants?

**DianneA:** and as Heather shared, she will need time to digest this ...

**JeffC:** they'll be posted for all Emilie

**JeffC:** the question mark is will people return and become active participants?

**EmilieD:** that's great - a wealth of information

**JeffC:** my experience is not many

**HeatherAB:** I think they will, Jeff.

**DianneA:** the next step in the reflective structure is to work up some Elaborations on the Reactions

**KatyD:** yes you are right thanks

**KatyD:** how can I help?

**KatyD:** I would like to cooperate

**JeffC:** well... I always hope that this will take off... kind of like soccer... every four years people think the World Cup will make soccer big in America... but it never is. I think Tapped In is fantastic (obviously)... but others just don't seem to get it. However, I understand the time constraints, NCLB pressures, etc. that educators face. They feel so overwhelmed that this would just be one more thing.

**HeatherAB** smiles her thanks to Katy

**DianneA:** but to give you an example, my response to Heather's post about needing time was the remember that this is what the literature on reflection tells me

**JeffC:** I offered my local school district last year an opportunity to learn TI, to support them, etc... their reaction was "the teachers already have enough on their plate."

**DianneA:** that is an Elaboration

**DianneA:** did that response Jeff do anything more than demoralize you? Did it trigger other thoughts?

**JeffC:** I'm going to try again... I have a meeting on August 3 with the superintendent, asst. supe, and director of technology... but I'm not really holding up too much hope. I feel that in a sense, many admin really resist tech, because once you show them the possibilities of transforming curriculum through technology, they must face the glaring gaps they currently have. As a result, they'd prefer to ignore than change.

**DianneA** nods to Jeff

**DianneA:** and now Jeff's input for me stimulates recollections of the literature of change, and curriculum change, and conservatism

**DianneA:** and of industry required by 7 innovators

**JeffC:** These are the facts... I'm not trying to depress anyone... obviously I'm still plugging away, but I see lots of educators out there trying to accomplish things (not just TI, other innovations) running into serious opposition... and that opposition is spelled I-N-E-R-T-I-A.

**KatyD:** it seems everywhere is the same

**DianneA:** so the first response of "Reaction" is only the beginning of reflection

**HeatherAB** nods to Katy

**NazarY:** Jeff, do they see TI as something that, once used, will truly make their lives easier/better?

**KatyD:** well but if we move and encourage our peers something may change

**DianneA:** the next level, to Elaborate, and draw on other experience, and others' reported experience, and to compare and contrast, to get matches and differences, is something that starts to give you more to work on, more to think about and to think with

**HeatherAB** nods

**DianneA:** in a group like this the reactions and elaborations, clearing up what exactly we are sharing thinking about is a first step to going to a point where we might do something about it

**DianneA:** In John Dewey's view reflection without conclusion and/or action is wasted thinking

**KatyD:** no doubt about that imagine here that is hard to get internet connection

**DianneA:** the third stage, Contemplation, probably takes us away from here, and today, and needs some more thinking time

**JeffC:** Nazar... I think they \*would\*... but they also see it as a paradigm shift.

**KatyD:** but when you want to make a difference nothing stops you

**JeffC:** Something that people are really resistant to... they need to change their approaches, ways of teaching/learning, etc.

**DianneA:** but if you were doing this sort of structured examination of your daily teaching practice, and collecting that data over time, there would be a stage when you would review that and perhaps see some pattern of response appearing in your work

**KatyD:** and maybe we need to used a different approach to get their attention

**DerrickS:** Dianne, so if I were to go and share some of the resources from the festival with some fellow teachers...that is the Elaborate part you are talking about?

**EmilieD:** I'm having a hard time relating to this because I teach in a school system that supports and embraces technology - it's a very high priority. Am I the only one?

**JeffC:** They might very well take some things and leave others, but I really think educators really prefer to stay within their comfort zone and not expand their horizons. I don't think that many educators truly due any sort of daily examination of their teaching practice, structured or otherwise.

**HeatherAB** is looking to see where Emilie teaches

**NazarY:** If they see that it's a goal worth reaching, perhaps it's the transition they need the most help with?

**HeatherAB:** Many of us don't have that kind of support, Emilie. You are fortunate.

**DianneA:** Derrick that wasn't what I had in mind, but it certainly is a valid part of gathering responses for considering action or change

**EmilieD:** yes, I know!

**DerrickS:** Emilie does the majority of the teachers support and embrace technology?

**JeffC:** Yes Nazar. Indeed in my upcoming meeting, I will stress that there is much here that will make their lives easier... for example, a group just started on Edline and Gradequick here, and I know that is one of the priorities for the district, getting people up to speed on those programs.

**DianneA:** My focus is firstly on self-study for practice improvement, but I also recognise that I need help from peers to do that

**EmilieD:** I would say yes

**EmilieD:** we have a full-time technology resource teacher available to us at all times for collaboration and support

**EmilieD:** tons of equipment

**EmilieD:** incentives

**HeatherAB:** Dianne, do you use writing to help your

**HeatherAB:** Reaction/Elaboration stages?

**KatyD:** lucky you!!



**DianneA:** yes Heather, writing is my basic mode of capturing reflections for the next stage of work

**LaraHe:** Dianne hit the nail on the head--how can change occur in schools structured in a way that isolates from peers

**DianneA:** but some people work much better with talking it out with someone

**LaraHe:** There is the need for time to reflect with others, not just saying we need to do ..... and this is how it's done.

**DianneA:** and that can sometimes dissipate quickly

**HeatherAB** nods

**KatyD:** of course you need to work as a team to make progress

**DianneA:** if I have captured it, then I may have something worthwhile to share in a blog, or in a portfolio

**HeatherAB** nods

**DianneA:** to get some other peers' response/s to help me validate my understanding

**LaraHe** nods

**HeatherAB:** If you don't mind sharing...what are your reactions, Dianne?

**KatyD:** you need to love what you do here is 12 midnight but I could stay as long

**DianneA:** and if and when that happens I think I would be starting to operate in a real community of practice

**DianneA:** oh sorry Heather, yes, my reactions ....

**DianneA:** I have been challenged by the kind of mindset I have brought to the sessions ...

**SusanR:** Why not consider a Festival Reflective Session say in early August..might bring back the attendees after they peruse their transcripts

**KatyD:** why?

**DianneA:** I have expected to be shown web sites, while other presenters have been more interested in raising discussion

**HeatherAB** nods

**DianneA:** Would you come back Susan?

**DianneA:** what I had in mind was people posting Reactions/ Elaborations/ Contemplations via the Certificate sign in form

**HeatherAB:** hmm

**SusanR:** Yes, Dianne

**DianneA:** I am getting a copy of those forms, and I would like to give people feedback on their reflections, and help them take their thinking the next stage

**BJB2:** that would be interesting to see, Dianne

**KeikoSc** hopes some day sign in form will be part of regular TI interface

**KatyD:** sure I left comments there

**DianneA:** yes Keiko, and then attendance at any session would be part of that accrediting process

**LaraHe:** How would discussion with peers occur, or would this be up to the facilitator?

**JeffC:** The way to really get credit is to talk Pepperdine or one of the other tenant universities to offer (free) credit to participants for attending the Festival in particular, and TI in general. Educators could create an "Action Research" project.

**HeatherAB:** discussion can happen in real time or via the discussion boards

**DianneA:** That was a suggestion Lara at the Teaching Teachers group .. to start that kind of response through the Tapped In Group Room's threaded discussion area

**KatyD:** that sounds great

**DianneA:** as such a discussion develops the peers involved could use the material captured there as part of their documentation for a portfolio, and especially if they were to do 'reflections on reflections' - ie evaluate what they have learned and how, and think about how that helps them improve their practice

**LaraHe:** How likely is it for a university to provide free credit?

**BJB2:** not very

**DianneA:** My thoughts Lara, are that a university may not do that readily, but it doesn't stop a practitioner getting the real benefit available from systematically thinking about their practice

**KatyD:** there must be one company or something that could sponsor the credit

**HeatherAB:** Perhaps we need to find out what our various institutions require for credit, and

**HeatherAB:** see what they have in common.

**LaraHe:** This documentation sounds great, but I wonder how many would participate if their state / district doesn't recognize these for credit?

**HeatherAB:** that would give us a foundation

**DianneA:** and it was a question for me whether Tapped In as a group of practitioners thought this was important enough to do something for themselves with it

**DianneA:** before we wrap tonight, I have some other resources to share with you that you might find stimulating

**LaraHe:** I agree that this is best practice, but when the state requires one thing and TI offers another, folks are likely to choose that which provides state credit

**JeffC:** Tenant universities could use it as a perk for their students... it wouldn'r really cost them anything, and could be discussed with Mark when arranging for tenancy. Free of course is best, but even a minimum payment for units would keep people away... free credits would be the biggest boon.

**DianneA:** I am moving my chat space back to the main screen, can you follow me in that, please?

**HeatherAB** nods to Dianne

**DianneA:** Now can you click on the Tapped In tab at the top of your screen, and open the Library subtab?

**KatyD:** sure of course but it seems it everywhere people are interested just in the paper

**DianneA:** In the section of Other, there are some files on reflective structures that might help you think some more about this topic

**DianneA:** yes Katy we are caught in a context of someone else approving

**DianneA:** and yet in our daily practice we work to satisfy ourselves

**JeffC:** That's great Diane.

**HeatherAB:** Thank you, Dianne. You're providing resources I'm just starting to realize I need.

**DianneA:** another thing you might like to set aside for another day is the Carnegie Foundations web page process for developing a professional portfolio

**DianneA:** if you now highlight my name under the HERE tab, and click on the green I icon to get my profile

**DianneA:** you will see a link to my 'portfolio' page

**DianneA:** it is the KEEP toolkit item

**DianneA:** if you click on that

**DianneA:** and then trim it back from my particulars to the general site, you can save that web page for later reference

**HeatherAB:** Great!

**EmilieD:** where is the KEEP toolkit icon?

**DianneA:** on my profile page Emilie

**DianneA:** if you now highlight my name under the HERE tab, and click on the green I icon to get my profile

**DianneA:** under the SHARED LINKS is the KEEP toolkit item

**DianneA:** click on that

**KatyD:** I am in your profile but don't see it

**DianneA:** you may need to scroll down Katy

**EmilieD:** oh there it is, thanks

**DianneA:** I seem to have talked a lot, and not left much space for you tonight ...

**BJB2:** a last reminder to check the calendar for the August Teaching Teachers

**KatyD:** yes I got it thanks

**DerrickS:** how long has TI been trying to push for this change?

**DianneA:** and if you work with that form and put some more in it, I promise to send you some personal feedback

**BJB2:** it's not TI, Derrick...it's the members

**BJB2 .** o O ( TI itself is not able to offer ceus )

**LaraHe:** Thanks, Dianne. It's been very informative. This idea will still continue in Teaching Teachers?

**DianneA:** and I guess I'd say Derrick that if it is of no use to the members the sooner we know that the sooner I for one can forget about it and find something else to do

**DianneA:** yes Lara

**JeffC:** If others are interested in presenting Tapped In to their peers: <http://snurl.com/tipower> and <http://snurl.com/tipower1> are two presentations (one in html, the other in powerpoint)... feel free to edit to suit your needs (as long as the collaborators' names remain as part of the credit).

**DianneA:** first Thursday of the month I think

**DerrickS:** thanks for the insight

**DianneA:** thanks Jeff

**KatyD:** thanks a lot Dianne

**BJB2** nods to Dianne

**HeatherAB:** Thank you, Dianne.

**BJB2:** this is a real grass roots initiative

**DianneA:** thank you all for coming and being so attentive

**EmilieD:** thank you!

**BJB2** hugs Dianne...we made it!

**DianneA** hugs BJ yes, thanks

**DianneA:** off to bed now and sleep tight

**HeatherAB** cheers loudly!

**HeatherAB**: Brava, ladies!

**BJB2** trudges wearily off to bed

**HeatherAB** hugs BJ g'night

**BJB2**: thanks, everyone...a real team effort