Title of Session: Next Vista - Quick and Easy Projects using Video
Moderator: Rushton Hurley
Title of File: 20071004nextvista
Date: October 4, 2007

Room: Next Vista for Learning Group

BJB2: Welcome to today's Next Vista for Learning. The topic is Quick and Easy Projects using Video

BJB2 hands the virtual floor over to Rushton

RushtonH: I just flew in on a virtual plane, and boy are my virtual arms tired!

DavidW hits a rim-shot

BJB2: badda boom

EdithA: ja ja ja

RushtonH chuckles

DavidW: Rushton, we had a cool discussion about a new film about Sputnick, last night

DavidW . o O (The Fever of '57)

RushtonH: So I heard - we'll follow with a cool discussion of video projects today! 8^)

VeronicGst3: someone asked if I was a teacher, the answer is no

RushtonH: Let's start with a full intro from each person. I'll start...

RushtonH: I live in Santa Clara, California. I teach Japanese at a high school, and spend the rest of my time trying to save the world from ignorance with my nonprofit, NextVista.org

DavidW: I'm David Weksler. I'm one of the HelpDesk volunteers and I lead a discussion on math education in Tapped In. I'm in New Jersey, near New York City

BJB2: I teach communication in Pennsylvania and spend the rest of my time trying to save the world by being on helpdesk in Tapped In

BJB2 winks at Rushton

RushtonH grins

DavidW forgot his save-the-world statement

BJB2: Edith, can you repeat your intro?

EdithA: I live in Houston, Texas. I'm doing my student teaching

RushtonH: Edith and Veronica, please also add how you heard about this session.

BJB2: thanks. Veronica, what brings you to Tapped In?

VeronicGst3: ah, you guys are quite accomplished, I am just a senior at a university in south Texas

BJB2 . o O (I kidnapped Veronica from reception)

DavidW: Welcome to Tapped In, Veronica

RushtonH: Via a kidnapping. Perfect.

EdithA: through my technology instructor

EdithA: Mary Thompson

VeronicGst3: hi, thanks for the warm reception

RushtonH: Wonderful - please thank her for me.

RushtonH: All are very welcome. At this point, we all share virtual hugs.

RushtonH hugs.

EdithA: I will!

BJB2 hugs warmly

VeronicGst3: hugs are nice

DavidW group hugs

RushtonH: Let's talk about some projects!

EdithA: sounds good

RushtonH: First, I'll run through five or so possibilities, and then invite anyone who wants to toss out an idea that we can help flesh out.

RushtonH: I'll assume that you can take photos, footage, and audio and put it into an editor (iMovie or Windows Movie Maker, for example) in order to make these possible. If you have questions on the mechanics of this, just let me know later and we'll find a way to work on that together.

RushtonH: How does that sound - have you done such things?

RushtonH: (certainly okay not to have; just want to be grounded as we go forward)

EdithA: I edited a video for one of my classes last semester. I used windows movie maker.

RushtonH: perfect

RushtonH: Veronica, have you done any work/experimenting with video?

VeronicGst3: no, sorry, but I will listen and maybe learn something

RushtonH: Definitely - think of possibilities, and we'll fill in technical details later.

RushtonH: As I go through, I'll describe the project, and then prompt for questions after putting the basic info out there for you. We'll do this for 30 or so minutes, and then do follow-up. If you like this, we'll do more in the future.

EdithA: I'm here to learn too and get various ideas...

RushtonH: Good deal - we'll move in any direction that works for you. Let's start out with a project idea.

RushtonH: Project #1: Interpreting a Quote

RushtonH: Every subject has a set of famous folks' sayings to draw upon to inspire, reveal, or encourage. Getting students to think creatively about what they hear and to draw connections to other things they've learned is a great activity.

RushtonH: It can be even more interesting if students record themselves saying the quote and then tell what they think about it. This could be done as a podcast, but I think it's even more fun for the kids to do this as they choose visuals to go along with the audio they create.

RushtonH: Imagine using this quote from Einstein: "The eternal mystery of the world is its comprehensibility." Students could work in groups to decide how they think this applies to what they are learning, and could add pictures they've taken or use copyright friendly images from morguefile.com or flickr.com (with the creative commons filter checked in advanced search) to try to show a deeper angle on what they have to say.

RushtonH: Questions / thoughts / reactions?

RushtonH: Obviously something simpler for Edith's PK/2nd graders might be in order.

RushtonH smiles

BJB2: the lesson of learning by teaching works well

EdithA: right...

VeronicGst3: creative! I think it has various teaching points

RushtonH: Do you have a favorite quote you could share?

RushtonH: (paraphrasing okay)

EdithA: A penny saved, a penny earned

VeronicGst3: it's not all academic, but Bruce Lee said, "feel, don't think" when it comes to things that depend on instinct

RushtonH: good stuff!

RushtonH: With the penny saved, penny earned one, a quick story...

RushtonH: I took a group of middle schoolers last spring, and gave them a choice.

RushtonH: "Imagine I have a load of money to give away."

RushtonH: "You can choose $10,000 a day for 31 days, or a penny on the first day, and I'll double it each day for 31 days."

BJB2 smiles

VeronicGst3: smiling too

RushtonH: Most chose the ten grand/day. When we added it up, they were surprised at how much less they had than the others.

RushtonH: Millions-o-dollars, the second way.

EdithA smiles

RushtonH: Their reactions are as interesting as any math lesson component.

RushtonH: For the feel, don't think quote, what ideas come to mind, as far as which subjects might be able to run with that?

EdithA: you reminded me of the teacher who told me the quote

RushtonH: I hope he or she was a good person who obeyed the rules of good hygiene.

VeronicGst3: social skills, maybe citizenship, even though it is not a subject, don't know. maybe test confidence

EdithA: he used the same example

RushtonH: One learning-about-learning thought...Lots of students are satisfied with familiarity, and don't push themselves to mastery.

RushtonH: Feeling without thinking happens when one is so facile with something that it comes naturally.

RushtonH: Teach that to a kiddo at any age, and you've done a major service.

VeronicGst3: beautifully said

RushtonH bows

RushtonH: Let's try another!

RushtonH: Project #2: Country Profile

RushtonH: What can one learn about a country with some simple information and several pictures? Using the same image sites as above and info from the CIA Factbook at http://www.cia.gov/library/publications/the-world-factbook/ students could describe what they imagine life might be like there, and how they would go about learning more.

EdithA: yes!

RushtonH: Ideally, that would include having actually taken a second step and telling about the (second) source, what they learned, and perhaps what bias they think might be in place given where the information is coming from.

RushtonH: (for secondary students, perhaps) Imagine going to the entry on Libya, for example, and then trying to decide what the possible benefits and dangers of Qadhafi's philosophies might be, and where one might learn of perspectives on his rule.

RushtonH: Questions / thoughts / reactions?

BJB2: compare with US

VeronicGst3: this is getting good, but I have to go, I have a biology midterm in 30 min.

VeronicGst3: bye guys

RushtonH: bye!

DavidW: or, more basics - the language, the food, the music, the landscape, etc.

BJB2 waves bye to Veronica

EdithA: the culture

RushtonH: For Edith's 2nd graders (next semester), how would we adapt it?

BJB2: favorite foods, climate

EdithA: I would say concentrate on the basics. Like David said, language, food, culture

RushtonH: If they can use images from maps to zero in on the country spatially, then make even one connection between the geography and what the people are like, that would be cool.

DavidW . o O (geography, climate)

RushtonH: Great minds...

RushtonH: Here's a cool tidbit (at least -I- think it's cool):

RushtonH: We worked with some people from Tibet last fall, and it turns out that they eat VERY spicy food.

JeffC *loves* spicy! My dad used to say "Food is good if it makes you sweat; but food is *great*, only if it makes your nose run."

RushtonH: I wonder if living that far up (altitude-wise), there is more of a need to spice what they have, and over time, to be more interesting to the tongue, it just got hotter and hotter?

JeffC needs to get to Tibet.

RushtonH: Group field trip to Tibet. When do we leave?

DavidW wonders if we could make a film from Jeff's Dad's quote

RushtonH: Jeff - care to share on this one?

RushtonH: For the trip, by the way, go here: http://en.wikipedia.org/wiki/Tibet

DavidW: I think there is spicy food in sea-level regions as well

RushtonH: Jeff, is your dad's quote tied to Tibet, or spicy food?

DavidW guesses spicy food

RushtonH: We may be derailing on this one - we'll come back to it if need be. 8^)

RushtonH: Project #3: Introducing Our Community

RushtonH: Imagine someone in another country learning about your community. What preconceptions might he or she have? What if your students could tell about and show images of their neighborhoods, what they learn in school, what they do on the weekends, and what they hope for the future?

RushtonH: I'd stress on this one that, like any of the projects, students do not have to be identifiable on the screen nor use their names for the project to be a good one.

RushtonH: I'm actually involved in getting a group of schools, including ones in Nigeria, Russia, Tanzania, Canada, and Kansas to do something along these lines, with info on the website for my courses.

RushtonH: You can find details at: http://whsnihongo.googlepages.com/iearncommunitiesproject

RushtonH: Questions / thoughts / reactions?

DavidW: great idea for a project, Rushton

RushtonH: I'm hoping the videos that get made show the possibilities of such a project - we'll see!

EdithA: that sounds like a great project!

RushtonH: Feel free to stay in touch with me on progress - it runs through December, by the way, so conceivably you could do this with your PK kiddos.

RushtonH: We just started.

RushtonH: thoughts on the way, or would you like another project?

EdithA: I think all three projects are great. All we have to do is adapt them to our students

RushtonH: Definitely - one strength of Tapped In is sharing ideas, and a greater one is getting help seeing how those ideas might take shape!

RushtonH grins at Jeff, BJ, and David for the plug.

DavidW ponies up $1.50 for Rushton's advertisement

EdithA: right now I can't think of any other project....

BJB2: In the Oct. issue of Educational Leadership there is an article on Honoring Student Stories

RushtonH: BJ - do a quick check to see if that article is online. I'll drop another project on our group. [Ed. Note: As of this discussion, the October issue had not been posted.]

DavidW: I think simple thing can always involve student families - family history

RushtonH: Project #4: What's Important To Me

RushtonH: We are all motivated by a variety of things - loyalty to family, religious beliefs, money, power, or the desire to serve others, to name a few. What is important to our students?

BJB2: "one of the most powerful interventions that teachers can make for immigrant students is to celebrate the human and academic value of their stories"

RushtonH: Definitely - learning what folks from different cultures find important is a good avenue with this one.

RushtonH: Start with having students write a short paragraph telling what they think is important and why. Have them revise it so that when read in a natural voice (though a little slower than normal is good for viewers whose language is not English) it is no longer than thirty seconds, defending why they would keep any given thought or sentence.

RushtonH: Students could combine titles ("soccer" or "honor", for example) with images and a piece of music they choose from http://podsafeaudio.com (a copyright-friendly source of stuff). The music could fade down, and at that point a recording of the student reading her or his piece could kick in, followed by the music coming back up as the credits roll.

RushtonH: As with all these projects, students should be very careful about properly citing sources for any images or audio they download to use - one reason the stuff I point you to is copyright friendly is because typically the creator is satisfied with simply having the piece and site from where it was taken appear in the credits. Proper attribution, that

is.

RushtonH: Questions / thoughts / reactions?

RushtonH: This one is similar to the NPR What I Believe series.

BJB2: never too young to teach copyright and citing

RushtonH: amen on the copyright piece

RushtonH: often students don't know how fun the alternatives can be

RushtonH: making their own music with Garage Band, for example, is a blast

EdithA: that sounds great! students can also learn about each other

RushtonH: Using a blog or simple webpage (googlepages.com), you could do a great project with a school in another country.

BJB2: what about having students interview each other? Work in pairs

EdithA: that sounds great, too!

RushtonH: That kind of dialogue is very powerful. One important piece, though, is to make sure there is a natural end - it's easy to have such things kind of fizzle.

RushtonH: One more!

RushtonH: Project #5: Reviewing Concepts

EdithA: Students get to express themselves....

RushtonH: The power of "web 2.0" stuff is the active engagement of the kids, and that can happen at early levels, for sure.

EdithA: what is web 2.0?

RushtonH: Web 2.0 is...

RushtonH: all the technologies that allow active creation and sharing of content by the user, such as...

RushtonH: blogs, wikis, social networking, photo and video sharing, and the like

RushtonH: it would include virtual settings such as Second Life

EdithA: oh

RushtonH: which was a hot topic at NECC (National Educational Computing Conference) last summer in Atlanta.

BJB2: allows collaboration by one or more people to edit and dialogue

DavidW: A lot of the collaborative web-based tools that have been developed in the past 5 years, Edith

RushtonH: Next summer it will be in San Antonio, so you've got a great opportunity to give it a look.

EdithA: yeah...

RushtonH: Edith, this final project might be of particular interest to the middle and high school teachers in your program.

RushtonH: Students group up to look at concepts that are fundamental to what you will cover this year - often the most important material from the preceding class.

RushtonH: While this would apply any time of the year, six weeks or so into the first semester (as is happening in North American schools, by and large) is an especially good time for this one.

RushtonH: Imagine a middle school math class working in groups on what fractions are, percentages, factoring and primes, and the like. How much easier would the class be for everyone if everyone were comfortable with those?

RushtonH: Last spring I met with a group of teachers to discuss exactly this idea, and we ended up making three videos to help students get better at understanding prime numbers. We showed these to students, and did testing before and after to see how they did. Turns out that lots of the kids really benefited from having some variety in how the concept gets presented (we did one with a traditional explanation, another using a number chart, and a third using music and stop-action techniques).

RushtonH: The info and videos are at: http://vvproject.googlepages.com/

RushtonH: This kind of video is the basis of the Light Bulbs collection of http://NextVista.org , and if you haven't watched any of our (free) pieces, please go to our site and give it a look when you have time.

RushtonH: This one is perhaps the most open-ended, so if you have ideas on what you might want students to cover, feel free to toss them out now with any questions.

RushtonH: That's what I've got for this time around - what do you think?

RushtonH: (thoughts on any of the projects are welcome)

BJB2: this is where information overload comes in, Rushton! Takes time to digest all that wonderful information you shared!

BJB2: Edith, join this group and you can post reflections to the discussion board

EdithA: yes...!

BJB2 . o O (and questions)

DavidW: Rushton, I was wondering if there might be a connection between K-12 students and some of the student teachers who are using Tapped In (Mary Thompson's students, Danika Brown, etc.)

RushtonH: Pick what you like, run with it, and ignore the rest until you're ready. 8^)

RushtonH: Are those two groups ones that focus on teacher education program students?

RushtonH: Edith, please do join the group. I'd also encourage you to join my nonprofit's newsletter. It's at http://nextvista.org/newsletter/

DavidW: it would be a way for pre-service teachers to develop more technology proficiency and also encourage (perhaps) some interesting collaborations between college students and K-12 students

RushtonH: The newsletter is only a once- or twice-a-month thing, and is info, not discussion, so it will never explode in your inbox. We certainly never share contact info with anyone.

RushtonH: Sounds interesting!

EdithA: I like it!

EdithA: I'd like to know more about the use of technology in my classroom

DavidW: I'm just thinking out loud at the moment...but some of your ideas made me think - we don't tend to see collaboration happening between teachers and students so much...

RushtonH: Sure thing - do you have a specific tool you are wanting to use?

DavidW: nope

DavidW will keep thinking about this

EdithA: I well, I just want to know what's out there...

RushtonH: One great way to learn is to explore the different Tapped In groups.

DavidW: I think there is more and more out there, Edith

EdithA: yes, I see that

DavidW agrees strongly with Rushton

RushtonH: Another is to read the good ed-tech blogs, such as Learning at the Speed of Creativity, or any of the folks at TechLearning.org

RushtonH: The blog I mentioned first is at: http://www.speedofcreativity.org/

RushtonH: Another great setting is the Ning group, Classroom 2.0, which you can find at: http://classroom20.ning.com/

RushtonH: For that one, do know that any e-mail address you give might get picked up by spambots. That said, the resources and discussions are fantastic.

EdithA: they both look pretty good....

DavidW: Edith, Jeff has worked with a 2nd grade teacher to set up a classroom here in Tapped In

DavidW nudges Jeff to say something else

JeffC: wanna see it?

RushtonH: Quick note for the transcript - that techLearning link should be: http://techlearning.com/

EdithA: of course...!

RushtonH: Thanks to everyone for coming today!

JeffC: ok... I'll head there now... type: /join JeffC   (after I leave).

JeffC: thanks Rushton!

RushtonH: Take care,

RushtonH: Take care, Edith!

DavidW: Great discussion, Rushton

BJB2 hugs Rushton. Goodnight

RushtonH: Good night, amiga! Talk to you soon.