Title of Session: Web 2.0 and Educational Change in Schools
Moderator: Lynne Wolters
Guest Speakers: Joan Hughes, professor at the U of TX, Austin, and Joan's class
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LynneW: Joan, how many students will be participating here today?

JoanHu: We have 10 students but we are not all going to be talking simultaneously

LynneW: Thank you all for participating with us for this very special session event.

LynneW: You are in the group room for the pro dev special interest group Web 2.0 Tools For Schools.

LynneW: My name is Lynne Wolters and I am the facilitator/owner for this group.

LynneW: I am a professor of educational technology at Concordia University Portland OR

LynneW: Let's move through self-introductions so we can begin enjoying our session event.

JoanHu: I'm Joan and I'm a professor at U Texas. My class and I are going to guide the discussion today.

JamesC: I teach high school science in Twentynine Palms, CA

PeggyG: Peggy George-retired university instructor and elementary principal after 25 years-Phoenix, AZ

PatS: I'm Pat Sine - Director of the Office of Educational Technology at the University of Delaware. www.udel.edu/sine

PeterE: I teach multimedia workshops at the University of Texas

LucasH: I'm Lucas and I'm a doctoral student in Instructional Technology at UT-Austin.

AaronSm: I'm a graduate student in Dr. Hughes class

MarciaBe: I teach statistics and computer applications at Webber International University in Babson Park, FL

PeterGst6: I teach ICT from K - 12 in a remote, Yukon, Native community. I trained at Acadia U, NS

BenjapornW: I'm Benjaporn, PH.D. student at UT

MariaBl: I am a Spanish language teacher at Carlsbad, Ca high school.

JimG: I'm Jim Guion - a PhD student in Instructional technology, and a 10-year ed tech professional

KamaB: I'm a 1st year master's student as well as a 5th grade teacher at a private school.

MeganSte: My name is Megan and I am an Instructional Technology graduate student here at UT-Austin.

NikkiW: Hello, everyone. I am Nikki. I am a master student at University of Texas.

KristenDu: I teach middle school math and am a Ed Tech grad student at Wright State in Ohio.

DarlaU: technology teacher K-5 in Temecula, CA

IYunW: I'm IYun I am a master student at UT-Austin

AmyMP: I am Amy a Doctoral student in curriculum and instruction at the University of Texas

LynneW: Each of you are warmly welcomed.

JoanHu: So I'll go ahead and give you a sense of what we are going to do today.

JoanHu: We are going to share a scenario of a teacher using a web 2.0 technology in her teaching and then analyze that use through perspectives of educational change theory. We only want to start the conversation by modeling some of this analysis and then we are going to ask you to join in, identifying other aspects of the scenario that you think might have impacted change.

JoanHu: After we do that, we will be asking you to share some of your successes and challenges with integrating web 2.0 technologies within educational contexts. Our group will provide analysis of your stories, again, from the educational change literature. And we'd be happy to answer questions as well. ?

JoanHu: We hope to inspire you to think about integration in a different way after tonight. First, we're going to tell you what to think abut in this scenario ...

JimG: Michael Fullan (2001) suggests that any discussion about change in schools must

include discussion about both the What and the How. Context is vitally important in the How, as each school differs in terms of methods of communication, school culture, and infrastructure.

KamaB: In the following scenario we'd like you to pay attention to how attitude, pedagogy and beliefs influence the adoption and use of technology.

KamaB: We'd also like you pay close attention to the teacher's perception of relative advantage of using these technologies instead of more traditional methods. Look for clues related to the teacher's understanding of social networking.

LucasH: Alright, we'll go ahead and present our scenario.

LucasH: After you read the scenario, take a few minutes to view our short video introduction to the Moodle environment we've created for the scenario. You can also visit the Moodle site itself to get a better idea of how the environment might work. More information on that after the scenario...

LucasH: Scenario: A high school Spanish teacher in the U.S. and a high school English teacher in Mexico collaborate to create a social network community in Moodle. The community is designed so that American and Mexican students are able to interact and share information related to their respective cultures. The Moodle environment supports activities in which students interact with native speakers and share information about their respective cultures. The students make use of the site's blog, wiki, chat, discussion board, file sharing, and video features to share information and resources, have discussions, post reflections, create and share video content, and generate collaborative documents that describe what they are learning.

LucasH: At the end of the semester, the Spanish teacher is pleased with how well the social network technology worked in her classroom. At a departmental staff meeting, she tries to convince other teachers to try to technology. The school principal has also taken an interest in the technology and asks the teacher to demonstrate the technology during an upcoming in-service.

LucasH: We setup a class in Moodle as an example of how Moodle could be used to support the social network community in the scenario. For a video overview of our Moodle site, visit http://itrl.net/MoodleScenario.mov

JoanHu: Open the video in another window

LucasH: To visit our Moodle site, visit http://moodle.itrl.net. Click the Spanish II link under available courses and then click the "Login as Guest" button under "Returning to this web site". We've setup special permissions for guest accounts and you'll be able to interact with the site much like a student would.

JoanHu: we'll give you a chance to watch the video and even go into moodle

JamesC: We may have overloaded the server. Movie not coming up.

JeffC: I've got the movie up... how long is it?

JoanHu: it's about 2 minutes

LynneW: Nicely done!

LucasH: The movie's about two minutes long, and you'll need the latest version of QuickTime

KristenDu: May I have the link again please, my pop ups closed my chat window :(

LucasH: You can find the video here: http://itrl.net/MoodleScenario.mov

LucasH: And our Moodle site is here: http://moodle.itrl.net

PeterGst6: I am able to view it...thanks

KristenDu: Thank you!

JoanHu: When everyone has a chance to see it and play with it, we want to discuss this with you ...

LynneW: I'm ready

JeffC: moodle chat still seems buggy to me... nothing coming up.

JeffC: unless guests aren't allowed to chat... even though I have a chat window running there.

JoanHu: we are in the chat

MariaBl: I tried, but I may have scared them off.

JeffC: I only see Pedro... no one else except for a guest who was idle... I'll close the chat window and reload it.

JoanHu: we think it doesn't let guests chat!

DarlaU: after watching the video, what is the next step again?

JeffC agrees with Joan.

JoanHu: But you would normally have registered students / teachers / learners

JoanHu: we'll move to some discussion

AmyMP: What traits would the Spanish teacher have that differ from other teachers?

AmyMP: that enabled her to succeed with her innovation

PatS: Confidence

AmyMP: Pat, confidence about anything in particular?

MariaBl: Language skill.

KristenDu: She was a very good planner, by coordinating times and activities with the teacher from Mexico City.

LynneW: Willing to take risks

PeggyG: she valued engaged interaction for her students to experience authentic learning

PatS: Yes, that if she gets in trouble she can get her way out of it. And she has confidence that the students will respond

DarlaU: she obviously has a knowledge of web tools that other teachers may be lacking

PeterGst6: This is very high energy work. Imagine 24 students all going flat out!

FeliciaC: do the students use voice and/or video?

MariaBl: Separate chat rooms with smaller groups would be a good idea.

PeggyG: Does she guide this interaction with required assignments?

PeggyG: Looks like she expects a weekly reflection

AmyMP: Rogers writes that innovators are venturesome and bring ideas from outside into a system.

PeterE: it's a mixture of guided and open activities

JoanHu: She is referring to Everett Rogers who wrote "Diffusion of Innovations" ... we are going to connect some of your ideas with the literature so you have a connection.

MeganSte: She doesn't use voice and video with this particular tool, but is interested in researching other web 2.0 tools that would allow this type of interaction for her students.

PatS: Moodle does support embedded videos

PeggyG: Seems like voice would be very important for learning to communicate in another language

JamesC: I think the teacher gave the students a means communication and some guidelines and is leaving the rest up to student creativity.

FeliciaC: oovoo.com is a great tool for voice and video. it has a record feature for easy playback

LucasH: There are apparently some video plugins for Moodle that would enable embedded video.

MariaBl: Much of learning to communicate in another language is confidence. If communication is successful in this environment, the voice communication would be easier and more natural.

AmyMP: The teacher's knowldege and technical skill allows her to percieve the relative advantage of using the tool...

PeggyG: Sometimes it's harder to communicate in writing than it is with voice.

KristenDu: I would agree Peggy.

PeterGst6: Were students allowed to use the Moodle site after school?

PeggyG: Are the students limited to the Moodle environment for their experiences?

AmyMP: Rogers' relative advantage is the perception that a technology will be better than what they are presently doing.

MariaBl: There is only one way to write something, infinite ways to pronounce it.

PeterE: Yes.. limited to moodle for this class.

BjB : language has many elements

PatS: Writing gives you time to formulate ideas or find the right word -- but both are beneficial

BjB . o O (written language)

PeggyG: I'm not sure I agree to the one way to write if you're writing in another language that you feel insecure about

PeggyG: It's true you can edit and review it before you post it

JoanHu: Many of you are actually engaging in identifying if Moodle has relative advantage over existing uses ...

MarciaBe: I think sometimes our students can even be insecure about English - their native language.

PeggyG: Ah yes :-)

JamesC: Does the teacher have any chat room transcripts that can be shown? This would give us insight into what the students are learning or exploring.

PeggyG: So often these wonderful tools are not fully used because we don't know all of the features available.

JoanHu: So...Peggy what are some good ideas of ways to make that happen? everyone?

MariaBl: Skype has chatting to practice verbal language learning. There are thousands studying Chinese on skype.

JimG: Rogers defines diffusion as a process by which participants create and share information with one another in order to reach a mutual understanding. How might our project leaders structure communications to best facilitate the adoption of the project?

PeggyG: I'm sure it comes with experience using the tools and being willing to explore and take risks once you know you have a need.

PatS: Right...the teacher's task is to create that need

PeggyG: A VoiceThread is a wonderful example of ways students could interact with either voice or text to check for understanding.

MarciaBe: I put our faculty development in Moodle; sadly it isn't widely used except by other innovators.

PatS: Hopefully by putting interesting and important challenges in front of students

KristenDu: Schools could have 'experts' in each Web 2.0 technology to find out all features available, then share through staff development with the other teachers.

AmyMP: Rogers writes that there must be a perceived need for an innovation in order to adopt the innovation.

PeggyG: I'm sure that's true about faculty development pages. People are so busy they need to get the info as they need it and don't have time to just explore.

PatS: I don't really classify Moodle as Web 2.0. It is a tool to organize classes and they've been around for years

MarciaBe: I think the perceived need is important both for students and for the teachers who might adopt the technology. How do we 'sell' it?

PeggyG: Well Moodle is read/write web :-)

JoanHu: Marcia raises an important concept of innovators only working together ...

PatS: Not in my definition because it is too structured

JoanHu: That's a another good topic --- web 2.0 what is it?

PeggyG: I think it can sell itself once they see how it can help them do what they want to do.

PatS: Most of the Moodle courses I've seen are also too teacher-centered

BenjapornW: Kristen, I totally agree with you. I think the school policymakers really need to pay attention to how to provide supports to school teachers

PeterE: What is your definition?

PeggyG: I agree with Pat about Moodle being too structured but it does provide an organizing framework

JoanHu: What are some of the characteristics of web 2.0?

MarciaBe: Moodle has Wikis, journals, group discussion, etc.

FeliciaC: collaborative

FeliciaC: everyone can become a author on the web

LucasH: I think Moodle might be considered Web 2.0 in part because of the social, participatory activities that it supports.

KristenDu: I think the technology can be 'sold' to teachers when they see it effectively being used in the classrooms.

PatS: Mine includes -- use of Ajax for pages updates without refresh; user-generated content; collaboration opportunities

JimG: User-generated content is the key factor for me

PeggyG: Yes Moodle has all of those but you don't have to be online at the same time to experience them. That's the real value of web 2.0

PeterGst6: Adults are slower to on-line collaboration and social networking that students. In many ways, teachers are already in catch up mode. Web 2.0 helps us catch up -- I worry about teachers who can't adapt.

AaronSm: Joan-> holds user generated content

PatS: Moodle has the option to include Web 2.0 pieces but they are not necessary

PatS: It's a nice package of Web 1.0 tools -- good content organization, databases and threaded discussions

MarciaBe: True. They are helpful and keep some collaboration in one spot.

JamesC: For language acquisition there is a need for the learner to negotiate meaning with native speakers. The chat and discussion features in Moodle should facilitate this. If chat and discussion can be shown to fill this need and speed up language acquisition then other language teachers may also use Moodle.

JoanHu: I consider user control of information to be important in web 2.0 definition

CaroleGst3: Peter, I would disagree with that from the Aussie perspective - social networking is huge amongst the 30+ here

PeggyG: However if you start incorporating student-created videos, slidecasts, podcasts, etc. it could be more interactive

AmyMP: Fullan writes that teachers need to have positive experiences of change before improvement is possible.

PatS: That is the constant tension -- between teachers wanting to have control and learning taking place in so many Web 2.0 conversations

KristenDu: Maybe then if teachers are involved with the chat and forums with other teachers before exploring it with their students, it will give them the confidence to use it in their classrooms.

MarciaBe: I've had many blunders before I got to some positive experiences. :-)

JoanHu: We would love to also hear from you about challenges and successes with integration web 2.0 technologies and we'd like to lend some suggestions from the educational change literature as to why things worked or didn't work ... so fire away with some stories or questions!

PeggyG: Yes, Amy-one of their biggest frustrations is to find tools that do what they want/need and the district has either blocked them or the technology fails them while a room full of students are waiting

JoanHu: Do you have experience with your districts schools blocking web 2.0 technologies??

MarciaBe: I think Technology is still an issue. I didn't have an updated Quicktime so I still haven't seen the video but am updating it as we speak.

AmyMP: They also need to see how the innovation can be used in their specific subject area. (Zhao, et al)

PeggyG: I think it's sometimes very hard for teachers to let go of the control and notion that they should know everything before they teach it--students can be great teachers

CaroleGst3 suggests an Aust story - our Framework provides funding for innovation in teaching and many web 2.0 tools have been explored and captured and displayed in our archives for everyone to use freely

PatS: YES!!! Can't get to flickr or voicethread or Picassa slide shows or....

MarciaBe: What archives are those :-)?

MariaBl: What are the sources of teacher resistance? Fear of having to learn something new? Fear of obsolescence? Our district has only economic objections. School quality is measured in "teacher/student" rations, not "computer/student" ratios.

LynneW: I experience very strong control issues associated with the use of Web 2.0 technologies in the learning environment. If it can't be locked down and hidden away, somehow that is "bad". This from an administrative point of view -- also IT point of view.

CaroleGst3: Joan, in some states of Aust You Tube has been blocked.

PatS: Of course, that's only when the computers work. ;-)

FeliciaC: I think some of the technology problems with sites being blocked are the tech people don't understand why students should use the tools. they have to be educated also and see the value

JimG: Districts and district administrators have unique pressures

PeterGst6: Our students are Northern Tutchone (Athapaskan Native). We are posting tradition knowledge (audio, video) at www.digtialdrum.ca   -- Canada's Aboriginal TV

station. It's reviewed for content and a free service. It's easier to use than the school's web site!

AmyMP: Peggy that connects to Marzano's idea that sometimes a paradigm shift is required before teachers can adopt a change.

MarciaBe: Another problem is bandwidth. Our school gets so slow when all the students use YouTube.

JamesC: Pat - Voicethread has a new education division that might not be blocked.

PatS: The real problem is that teachers aren't treated as professionals.

PeggyG: fear--lack of timely professional development/training--what gets measured gets taught--no tech on the tests :-(

PatS: Sometimes they don't step up to professional responsibilities but I believe that's because they have been told that the tests are most important and that they should consider themselves "lucky" if they have any technology

PatS: (sorry to bring the room down)

MarciaBe: For our school, tech isn't required, takes time to learn and implement, and some will be retiring and don't see a need to change now.

AmyMP: Maria- Fullan writes that change is a difficult process that is very personal. Change agents need to recognize that people need to work through the change and that past experiences will affect their reaction to it.

KristenDu: I agree Felicia... admin is scared students will access things they shouldn't, but if students are first taught to use responsibly and monitored closely then there shouldn't be a problem with allowing the use in schools.

PeterGst6: There is terrific pressure on all teachers to be more 'techno savvy' -- we need to get used to it.

JimG: The idea of testing and teachers as professionals brings up some good issues

JimG: it's not always the innovation, but the context surrounding it that determines success

LynneW: What does the literature say about educational value of technologies for collaboration and communication?

PeggyG: Yes Peter--the students we are teaching today are not the same as they were even 5 years ago

PatS: ALL professionals are under pressure to use appropriate technology appropriately to do their jobs more effectively and efficiently. Why are teachers any different?

JoanHu: Henry Jenkins talks about the participatory culture and students are doing all this stuff at home, and we need to prepare them for the ethical issues that they'll face ...

PeggyG: Administrators even need prof. devel to learn what to look for when they observe the use of technology in their classrooms

KristenDu: I would agree Peggy... there are so many ways students know of to fool the untrained eye in the computer lab

PeterGst6: I think I'm the only Canadian here. Do Australian and US school boards set out minimum ICT skills for new teachers?

PatS: Students need to learn how to learn -- that means they need to try and fail and try something new. If you use technology in the classroom, you model that.

LynneW: How reasonable does it seem to assume that students come in knowing these skills so do not need guidance or additional experiences contained within an intentionally planned learning environment?

AaronSm: Lynne, I think the literature suggests that the technology itself is not a factor as much as the way it is used brings value.

JoanHu: There is literature / research that hones in on communication / collaboration - it is such a broad topic - overall sure technologies can increase communication and writing abilities, fluency.

PeggyG: Yes Pat-but teachers sometimes don't own that responsibility if it is not something that is evaluated or rewarded in their school

JimG: Peggy - the jobs we are preparing them for are dramatically different too.

PatS: Peter, the skills are laid out, but there are teacher shortages and the emphasis is on what gets tested

CaroleGst3: Peter, yes here in Australia we have essential skill sets for teachers and in adult training environments teachers must have competency levels in certificate courses which include elearning elements.

LynneW: Thank you for the responses.

PeggyG: Absolutely! We don't even know what the jobs are going to look like in their futures

JoanHu: There is a lot of literature within the communication fields that focus on that topic, Lynne, especially in relation to social networking and CSCL (computer supported collaborative learning).

JamesC: I feel that most educators don't realize that we need to create and educational culture to bring our students into from the "wild west" of the present Internet. Within a culture of online educators, student could explore learning with Web2.0 technology. This would give students the needed structure that administrators require, but leave enough freedom for student creativity.

PatS: Peggy -- agreed but I'd rather see more emphasis on professionalism and less on evaluation

LynneW: Joan, I would love to have those references.

PeggyG: Wild west :-) I like that image :-)

AmyMP: How would a teacher's understanding of social networking influence their success of implementing Web 2.0?

KristenDu: Lynne- It is not reasonable to assume students will come in with the necessary skills to successfully and responsibly use the technology, many are not being taught these skills at home because their parents have never been taught these skills.

PatS: James, if teachers understand the "wild west" then they could use Moodle to create a safe environment to model that and mold it

LynneW: I believe an understanding of social media is critical.

PeggyG: Me too Pat! But sometimes it's like the teacher who believes in internal motivation only and some students don't step up to the plate to be self-motivated learners

PatS: Kristen...is that why kids can text message but their parents can't?

JimG: Pat when you talk about treating teachers professionally you're actually talking about a failure of the system.

MarciaBe: I think many understand that student's can build knowledge better with collaboration but they just don't know where to start and it all seems so overwhelming.

PatS: Jim .... you've got it!

PeterGst6: Students already love the web 2.0 world. I'm keen to bring that love into the classroom.

PeggyG: Yes the collaboration is such a key to learning and motivation

CaroleGst3: Amy, that's an excellent question: perhaps the teachers need to see a reason for using the web 2 tool that benefits them in their courseware delivery first, is supported and mentored by others, and is able to implement into teaching in a timely fashion

JimG: Pat - Michael Fullan wrote about meaningful change in schools being hamstrung by the infrastructure.

CaroleGst3: Australian Networks provide such support and encouragement for many of our practitioners - Web 2.0 conferences have been held frequently and they are well attended

MarciaBe: Students sometimes don't want to participate if they aren't rewarded (graded-required) to do the collaboration. Teachers may not know how to assess this 'new' form of learning.

JimG: He suggests that change can occur, but it does so infrequently.

PeggyG: Collaboration can sometimes be noisy and messy--teachers worry about loss of control

PatS: Jim -- can you send me some references?

JamesC: We set expectations of behavior in our classroom, so we should be able to do the same in Moodle. If the teachers are interacting and modeling how technology is used for education the students will have some thing to follow.

JoanHu: Yes, all of these ideas require change in pedagogy which is SO hard to accept for people!

JimG: Sure... we'll post the references when we're done.

AmyMP: Carole - Excellent point the staff development you wrote about is leading teachers to understand relative advantage (Rogers)

JoanHu: We are going to need to wrap up ... we wanted to wet your whistle about some of the change concepts with web 2.0 ... we are going to be writing an article for publication on this topic ...

JoanHu: I will try to post our readings in here ...

LynneW: My colleagues would be surprised at the numerous "human" issues involved in a discussion of "technology".

PeggyG: I think the teachers will begin to make those essential changes in pedagogy

once they see there is a way to do it that isn't learning intensive for them and won't make them look foolish in front of their students.

MarciaBe: Thanks everyone.

JimG: Fullan identifies a number of critical factors in the infrastructure including the community, the principal, the district, and even the government

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JamesC: What if staff meetings and staff development were held in Moodle instead of face to face. Would it produce change?

CaroleGst3: Amy, Yes I am a follower of the Rogers Innovation methods - focusing on what works well.

PeterGst6: In your article, be sure to include the needs of weak readers.

AmyMP: Carole- Zhao also writes that teachers must be aware of social structure and have enough social empowerment to forward the innovation and be successful at getting

the support they need to implement it.

PeggyG: I don't think Moodle is interactive enough for staff meetings

JoanHu: James, Sure I think it would!

CaroleGst3: Peggy, try using a virtual classroom for your staff meetings, e.g. Elluminate Live

JoanHu: There could be negative ramifications of it being required ...

CaroleGst3: Thanks Amy, I'm not familiar with Zhao but will look that up.

PatS: Moodle would be great for asynchronous meetings so that the f2f ones could be more substantive

PeggyG: Yes Elluminate would be much more effective than Moodle!

JoanHu: I think that wimba tools (web conferencing) may be used with Moodle. I know they do with Blackboard and webct.

LynneW: Congratulations to Joan and her learning community for an excellent session!

LynneW: APPLAUSE

PatS: well done...thanks for letting me join in

DarlaU: thank you

MariaBl: BEST YET!

JoanHu: well, it's a start to a conversation ....

PeterGst6: massi cho (thanks in Northern Tutchone)

FeliciaC: thanks

PeggyG: Yes if you just want to post announcements, reminders, due dates, etc. then that would work for staff communication updates. It would get it out of the face2face time

KristenDu: Thank you!

CaroleGst3: Wow, such a busy session today, I'm going to need a good cuppa and read the transcript later

JamesC: The world out side of education requires the use of technology, I think teachers

should be required to use it with each other and their administrators. The second part of this might be the bigger problem.

JimG: Thanks to all of you for your participation!

AmyMP: Allowing teachers to learn the technology through using it makes it an authentic learning experience and get comfortable using it.

PeggyG: Thank you for a thought-provoking session.

JamesC: Thanks all. bye.