Albany Senior High School

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afterschool.org.nz

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Senior Lecturer/Flexible Learning Advisor CEPD

Teaching at AUT for 21 years

2007- National tertiary teaching awards for sustained excellence

2007- Apple Distinguished Educator (ADE) award

"recognised leader in Mobile Learning in New Zealand" eFest 2006

2004/05 - Named in the first group of Flexible Learning Leaders in NZ

2001 - Distinguished teaching award AUT

Landmark projects:
• NZ Sign Language CD - NZSL 1
• 'Whakahihiko te Hinengaro' CD and website
• Produced 43 CDs and 3 DVDs for AUT
• Set up StudyTXT mLearning service

AUT Student
Satisfaction Survey:
2003-Anatomy paper ranked 3rd
2002-Anatomy paper ranked 2nd

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"The goal is an organisation that is constantly making its future rather than defending its past."

Hamel & Valikangas, 2003

In a turbulent age, the only dependable advantage is a superior capacity for reinventing your business model before circumstances force you to. Achieving such strategic resilience isn't easy. Four tough challenges stand in the way.

The Quest for Resilience

by Gary Hamel and Liisa Välikangas

Simple Solutions for Effective Education

"One aspect of being a great educator is to get a student to **consider the obvious in** such **a new light** that not only is his or her thinking changed, but the process of how to think is itself affected."

Robert Fulghum (1997)

"One aspect of being a **flexible** educator is to **consider the technology in** such **a new light** that not only is your **teaching** changed, but the process of **how to teach** is itself affected."

Peter Mellow (2004)

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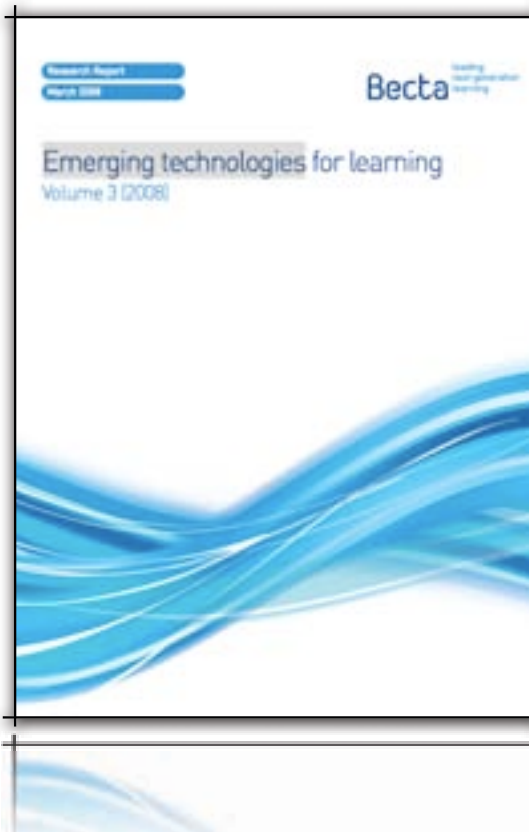
The Future?

"640 KB of memory (RAM) should be enough for anyone."

-Bill Gates

What's coming up in the next few years?

THE HORIZON REPORT

THE HORIZON REPORT
2008 EDITION

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Emerging Technologies for Learning
Volume 2 (2007)

Becta

Emerging technologies for learning
Volume 3 (2008)

Becta

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The World Is Flat
A BRIEF HISTORY OF THE TWENTY-FIRST CENTURY
Thomas L. Friedman

The World is FLAT?
A Critical Analysis of Thomas L. Friedman's New York Times Bestseller
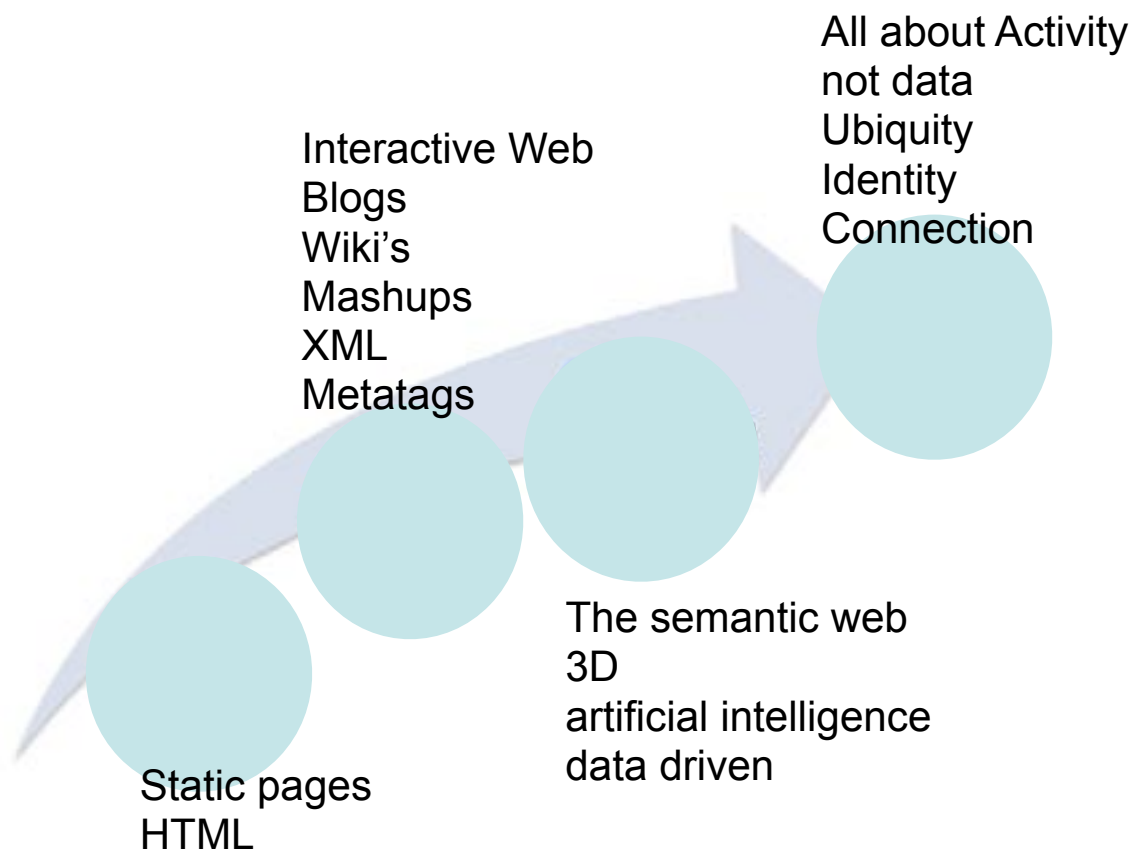Ronald Aronica · Mtetwa Ramdoo

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MITOPENCOURSEWARE

MITWorld

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"**If you can do it** you must do it, otherwise your competitors will…"

"These are just technologies. Using them does not make you modern, smart, moral, wise, fair, or decent. **It just makes you able to communicate**, compete **and collaborate farther and faster**. In the absence of a world-destabilising war, every one of these technologies will become cheaper, lighter, smaller and more personal, mobile, digital and virtual."

Thomas Friedman

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Interactive Web
Blogs
Wiki's
Mashups
XML
Metatags

All about Activity
not data
Ubiquity
Identity
Connection

The semantic web
3D
artificial intelligence
data driven

Static pages
HTML

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Our Students

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Digital Natives?

Marc Prensky
marcprensky.com/
"Engage me or enrage me"
Neuroplasticity
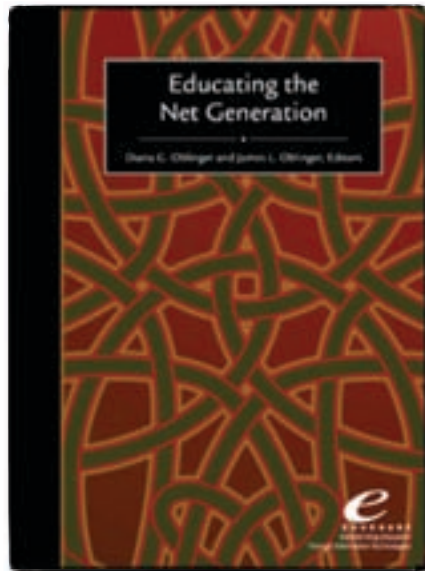
Net generation learner

Generation Y

Millennial student

21st century learner

These students, born from 1982 onwards, will by the time they are aged 21, on average, will have spent twice as long playing video games than they will have reading, and four times more time watching television than reading.
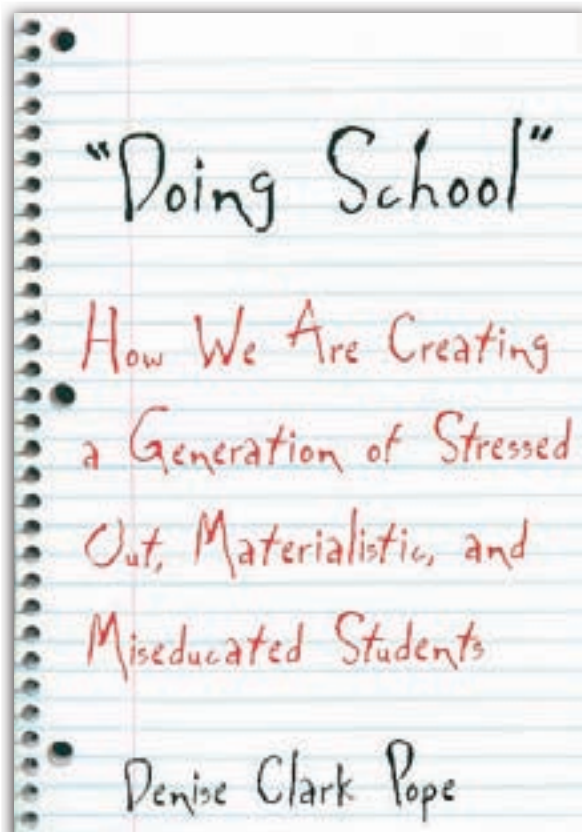
Prensky, 2001

Educating the
Net Generation

Diana C. Oblinger and James L. Oblinger, Editors

Available as a free
PDF download from:

www.educause.edu

**Diana Oblinger
President of Educause**

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"Doing School"

How We Are Creating

a Generation of Stressed

Out, Materialistic, and

Miseducated Students

Denise Clark Pope

Teaching &
Learning

STANFORD
UNIVERSITY

Reunion Homecoming 2004
Denise Clark Pope, '88, PhD '99

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Technology is an Environment

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Students create content

Squires (1999) describes these video based labs as facilitating a constructivist learning environment. They promote open ended exploration in an authentic learning environment; particularly when the learner chooses and captures their own film clips.

Squires, D. (1999). Educational software for constructivist learning environments: Subversive use and volatile design.

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Sub-Compacts

Our Educators

PHOTO BY ARASH BEYSHADPOOR | August 19, 2006 | TEACH AND LEARN

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Technology Support

- "Current generation of students expects seamless technology use."
  Brown, Oblinger. **(2005)**

"Many teachers steer clear of engaging with technology - they leave it to the technologists and get on with the business of teaching. This is no longer an acceptable position, however.

Teachers must reach a point where they are exploiting the full benefits of technology to support their learners."

Good, M. On the way to online pedagogy. (2001)

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"We don't want to teach technology. We want the technology to just support what we do. It needs to disappear and let us teach."

Educational technologist
Technological educator

Anton Harfmann, Assoc Dean, University of Cincinnati

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Techlearning blog

+ Administrators, standards, and technology | Main | Global Collaborative Peer Review: Best Practices +

Teacher 2.0: The Evidence

It is nearing the end of the school year here in Shanghai. As teachers and students both make the final push to the end, I have been busy looking for evidence of what teaching 2.0 looks like in our school, and I think I found some.

Scott Hossack, a 5th grade teacher, had his students create rubrics for grading blog posts:

My grade 5 class has been Blogging for 6 months. Some of them have developed into really good bloggers and are leaving me far behind with the amount of time and energy they are investing into their Blogs.

We were talking the other day after looking at what makes a good blogger and the question came up about how to assess our blogs. So after much thought, discussion and some arguments we made three assessment rubrics. The students are now looking at other blogs as well as their own and will try to evaluate where they need some work. I thought I would post these rubrics out there so other bloggers, teachers or students may comment on areas that we have forgotten or left out. They also could comment on whether you think the Blogging Rubric was easy to use to assess blogs. I hope these are useful to others and I would love to hear from people out there if they think they are good or bad.

Blogging Rubric #1

The 'Digital Student' and now, the 'Millennial Instructor'?

Implications for teaching, learning, support

Collaboratory for Advanced Research and Academic Technologies (CARAT)

Carl Berger

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More Multi-media

- Many lecturers wish to use a variety of media types in their teaching

  Infrastructure

  - Hardware

  - Software

  - Bandwidth/storage

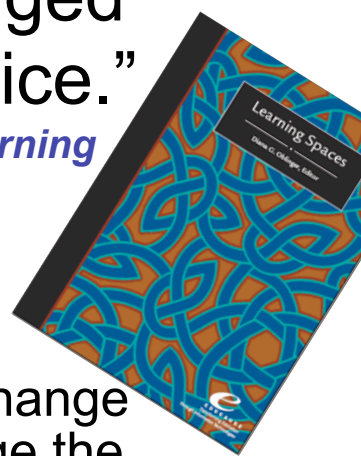 - Skills/Abilities

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Slide 30

"Spaces are themselves agents for change. Changed spaces will change practice."
JISC - Designing Spaces for Effective Learning

- 'Built in pedagogy'

- "We spend a lot of time trying to change people. The thing to do is to change the environment and people will change themselves."
Les Watson, pro vice-chancellor, Glasgow Caledonian University. (2006)

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Dario Dado

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IT'S NO GOOD. EVEN WITH OPERA GLASSES, I STILL CAN'T MAKE OUT WHAT HE IS DOING WITH HIS HANDS!

Tillwe

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LeBaron Hall - Iowa State

- "The best thing it does for my students is create community in the classroom - I can see all the students, and I can get them interacting easily." *Lecturer*

- "It is my favorite classroom on campus. I feel close to the instructor and ready to learn." *Student*

- "No matter where I sat in the room, I feel closely connected with the instructor." *Student*

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"Most human learning is incidental and happens outside designated educational settings."

Jared Still – Year 13 student at Tauraroa Area School near Whangarei. The College Herald 30/8/05
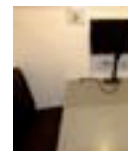
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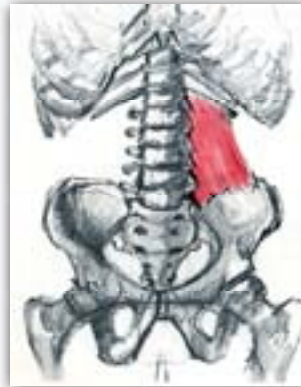
Marker Boards, Wireless Access, and Technology

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SCiL Stanford Center for Innovations in Learning

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"Overall, the largest benefit gained by technology has been the ability to get the information to students on their terms".

What guides educational development: pedagogy or technology?
Palmer & Devitt 2005 - AUC conference

"...but it is observed that students will often embrace the use of technology in their learning even if it is only for the novelty value of such interventions."

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- "Rather than resisting a popular technology because it's popular, we want to embrace that as a way to be more effective in communicating."

William Lynch, School of Education Director, Drexel University (2005)

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"All technology is interim technology."

A personal view from Bill Rosenberg, Manager of the Educational Technology Services division of the Information Technology Services department at the University of Canterbury. eFest 2006

"I found it most useful when I was on the bus and in bed"

"This feature is useful when you are not at your computer or in your study area"

"Convenient to have answers in the mobile and have a look at it at anytime"

"Mobile phone is natural"

"Allowed for revision on the bus etc. So it was great, I could study in places I usually could not"

Petrova, K. (2007) *Students Revising for a Test using SMS.* mLearn conference,

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"And despite what some may consider cell phones' "limitations," our students are already inventing ways to use their phones to learn what they want to know.

If we educators are smart, we'll figure out how to deliver our product in a way that fits into our students' digital lives - and their cell phones. And instead of wasting our energy fighting their preferred delivery system, we'll be working to ensure that our students extract maximum understanding and benefit from the vast amounts of cell phone-based learning they will all, no doubt, soon be receiving."

Prensky, M. (2004) What can you learn from a cell phone? Almost Anything!

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iTunesU - Podcasting

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"…whether we like it or not,

whether we are ready for it or not,

Mobile learning represents the next step in a long tradition of technology-mediated learning."

Ellen D. Wagner, Educause Review vol 40, no. 3 May/June 2005 pp. 40-53

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"We're not just building a ~~plane~~ **school**, we're building a dream"

We build educational institutions
as they grow and on the go!

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"If we continue to teach our students today,
as we taught them yesterday,
we rob them of tomorrow."

John Dewey

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