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## Tools for Specific Tasks

Some of the tools we know as Web 2.0 applications are more limited in scope, yet they provide capabilities that really make a difference in classrooms. In our online survey of educators, some of these tools were mentioned often enough to warrant discussion about how to use them and how educators are employing them to enhance student learning. Chapter 10 will deal with these interesting applications that readers say make a difference to their teaching and to their students' learning. They include Google Earth, Wordle, Skype, Delicious, and more. Chapter 11 will provide information on an extensive assortment of Web 2.0 tools.

## framework for chapters

Each chapter shares a common framework, one designed to make our explanations of using the tools clear and consistent. Borrowing from traditional journalistic terms, we focus on what, why, when, who, how, and where. We begin with *what*, the definition of each tool, and explain *why* it is useful. We discuss *when* teachers use the tool, whether for classroom integration or professional development, or both, and then provide examples of *who* is using the tools and in *what* way. Most of these examples are taken from our online survey of educators who wanted to contribute to this book. Because readers of this book may be teachers or technology coordinators and others responsible for helping teachers to use the tools, we include short tutorials, *how* to use the tools, to help you get started. Finally, we list resources so that you will know *where* to go for more information. Chapter headings are structured as follows:

- ▶ *What* is a ... ?
- ▶ *Why* is ... a useful tool?
- ▶ *When* do teachers use ... ?
  - ▶ Classroom Integration
  - ▶ Professional Development
- ▶ *Who* is using ... for teaching and learning?

## where can you find more

web 2.0 wisdom

### Five Easy Steps for Creating Podcasts

Allisyn Levy

1. Have students write a script for their podcasts. This could be a rough outline or a multi-draft, finished paper, but it must show that the student(s) have thoughtfully planned out and practiced their podcast.
2. After approving their script, I teach students how to use a USB microphone and iMovie to record their podcast. I like iMovie because I can use it for an audio-only podcast or for video as well, and I'm able to hand over the editing to the students because of its ease of use. In iMovie, simply click on the Audio tab and use the record/pause button. Be sure your settings reflect an external microphone as your input if you are using one.
3. Have students take turns being the "audio engineer" and record themselves. This is a great way for them to hear their own mistakes or the quality of their voice, fluency, etc., and be self-motivated to improve. Once they have a recording they are happy with, save the file. We are ready to make any quick edits.
4. To edit a podcast, I teach students to focus on the beginning and ending of the podcast. They want to pad both ends of the recording with at least five seconds of silence. This applies to video recording as well. We can edit this down later, but it ensures that none of their words will be missed. It's also a nice place to add a bit of intro/outro music. iMovie makes it extremely easy to import music from a CD or from iTunes in that same Audio tab. Be creative!
5. Finally, once the students are happy with their podcasts, you can Export (now under the Share menu) your podcast and play it for the class, burn a CD, or post it online.

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Table 5.1 | DIGITAL SKILLS

Social / Personal	Cognitive / Physical	Technical
▶ Communication	▶ Multitasking	▶ Hand-eye coordination
▶ General knowledge	▶ Logical thinking	▶ Technical confidence
▶ Creativity	▶ Problem solving	▶ Web design/content creation
▶ Collaboration	▶ Trial-and-error learning	
▶ Self-esteem		
▶ Parallel processing		
▶ Persistence		
▶ Peer-to-peer learning		
▶ Risk taking		

Source: *Their Space: Education for a Digital Generation*, p. 36

In addition to the obvious goal of supporting instruction, learners' needs and interests, and the attainment of digital-age skills, educators, of course, want to improve their practice. One educator said:

For me, social networking is a revelation as an educator. For years, teaching was an isolated experience. Learning more so, lonely and in a dark room. Further, the power was in the hands of "experts" who the learners could only mumble verbatims thereof. ... Finally, production, performance, presentation, product, OBJECTIVES are happening and energizing all learners. This is the goal of true education, to share with others, ourselves. And in that process, burn brighter (learn). Social networking allows that to happen. It is like for years, we were just reading about driving, now in the classrooms, we can drive/demonstrate/do/experience. This is social networking, or the future of it. Not merely chat but performance, high speed performing vehicles ... purring cars. (ddeubel, blog comment, August 30, 2007).

The original web, now known as Web 1.0, changed the text-only information and communication capacity of the Internet into a visual experience of websites and vast libraries of data. It opened up the ability to publish to everyone. The content on a web page was predominantly text, but it was formatted to be visually pleasing and had illustrations with photos, charts, and other data. The key to its success was the ability to link to other pages and websites. The contents of those web pages were coded in hypertext markup language (HTML) or had software to allow nonprogrammers to post read-only and static information, with hyperlinks for navigation.

Today's Web 2.0 adds the element of interactivity and moves users from read-only pages to read-write. Users not only can retrieve information, but they are also able to create and share their own content easily and provide feedback on what others post, as well as add product reviews and find people with similar views. People write blogs, post images and videos, collaborate on documents, and socialize. The user experience is a democratic one. The most often used tools are the ones featured in the previous chapters.

Because of the potential, in the future people will continue to use the popular applications; however, the tools may be better integrated and transparent. Let's explore the current ideas around Web 3.0, 4.0, and X.0.

Web 3.0 is often called the semantic web and deals with the meaning of data. "Semantic web" is actually a term coined by Tim Berners-Lee, the man who is credited with inventing the World Wide Web. According to Cade Metz of *PC Magazine*, it means information cataloged as a vast database and a web "where machines can read web pages much as we humans read them, a place where search engines and software agents can better troll the Net and find what we're looking for" (Metz, 2007).

He also describes what others have identified as alternate versions of Web 3.0:

**The 3-D Web:** A Web you can walk through. Without leaving your desk, you can go house hunting across town or take a tour of Europe. Or you can walk through a Second Life-style virtual world, surfing for data and interacting with others in 3-D.

**The Media-Centric Web:** A Web where you can find media using other media—not just keywords. You supply, say, a photo of your