# Learning Module\_13 Discussion Posts

## Learning Module\_2

Discussion Post 1: DIGITAL NATIVES
• Read to learn more about the war between digital immigrants & digital natives.
• Answer the following prompt after reading the article.
• I wonder…

Great post Ashley! I couldn't agree more that technology is a wonderful tool but I too am concerned that instead of the popularity divide that some of us saw with clothing and sports, we are now seeing with technology. The best phone, TV, game system, you name it, has created a divide among many of our students. But worse than that, the social offense and defense that is taking place online has creating more trouble in our county than actually owning specific devices.

I wonder if technology is taking us in the right direction in life. Do our students have opportunities to problem solve as if they didn't own technology? The students (for the most part) now don't even know how to look up words in a dictionary because they have never had to with the Internet and access to technology at school. Notice I said, "at school." Those same students go home and have no access to complete a digital assignment that some become accustom to at school and end up becoming frustrated. Are we giving our students varied options and skills to solve a problem? As someone else said, we cannot expect parents to get to the library when they are worried about their next meal, gas, or a place to sleep. How are schools solving this issue when budgets are constantly being cut. Another side: As Digital Natives, we think only of students but we now also see new teachers that are digital natives; they were raised with technology and know nothing different. Those teachers as well as the digital immigrants now seem to rely so heavily on technology when teaching lessons that some "freak out" when technology goes down. So, yes, a divide is being creating amongst students and technology access, but also with teachers as digital natives continue to join the profession. Back to the question, are we going in the right direction or are things becoming too complicated and overwhelming with technology?

Mrs. Johnson, I agree that maturity plays such a big part in technology. Teaching digital citizenship to our students is so very important and yes, we do see it all the time that social media, even though a great tool across miles, becomes such a detriment in a person's life.

Elizabeth, I am also worried nit only for the students but my own children that phonetics, spelling, and handwriting are no longer important. We talk all the time and wonder, "How will our students or children SIGN their name on a check, document, etc. if they don't LEARN cursive handwriting?" And, if it becomes a digital signature through fingerprints and number identification, how will security increase or decrease? So many questions and "what if's" go along with the ever-changing, ever-growing world of technology.

Jordan, great point, I wonder what corporations, businesses, and politics will be like as the digital natives begin taking over. I am already starting to see the change in education so I can only imagine what leaders will be like as time progresses and more digital natives take on leadership roles.

DISCUSSION POST 2:
REPLY TO THIS POST
• Prompt: What techniques could you use to teach your students about copyright laws?

One of the lessons I love to use with my students on copyright laws (2nd-5th grade) is to begin by finding pictures for a digital project. Start looking for the first picture together as an example, then introduce the idea of using this picture in my project and selling my movie/project I make to everyone or posting it online for free downloads. I love this idea and the students get on board quickly when money is involved, until I tell them I could get into trouble by the "copyright" investigators and have to pay a huge fine or possibly go to jail, but most importantly, I would hurt the feelings of others by using their work without their permission. I then go into copyright examples and what it means to use someone's work or copy someone's work or ideas (differences between copyright and plagiarism). I make them think about their artwork and how they would feel if someone used their work and told everyone they did it even though it wasn't really true. As 2nd-5th graders it is important for them to know, not only how to safely search the internet, but how to find "free to use" images and music when creating digital projects. This ties into our lesson on Google Safe and Ethical Searching, exact searching, and how to effectively search the internet. I teach the students how to turn on "Safe Search" at home and school (even though we have the filter in place in district it is necessary that they have this as an option at home - we make it a game to 'show their family what they know') while also turning on the ability to find images (documents, etc.) that are free to use/share, etc. When we discuss the drop-downs in "Google Advanced Search" we talk about the differences between each option and what it would mean to share and publish, publish, edit and use, just use...all the options. Remarkably, most teachers (when I am teaching/co-teaching their classes) don't even realize this exists much less the students so this is a great lesson for all and eventually saves time on narrowing down searches as well as being sure items are free to use. That doesn't mean we don't reference our searches. We click on every picture to open up the site and bookmark each site with the picture we use so that we can reference the picture/link, etc. in our digital work. Of course, as we progress in grade level and project, I go into further detail with 4th and 5th graders, but this is a wonderful starting point for my 2nd-3rd graders. If you have never checked out "Google Advanced Search" features, please do. Even though Google seems to be taking over the world at times, this is a great starting point for our younger students by actually teaching them how to turn on features in Google rather than relying on a safe search site already established. I also like using the Creative Commons search feature. This would be a great tool for the 4th and 5th graders when they are searching for project items. I, did, however learn a lot from the PDF handout about reproducing digital work and the length of time something can be used/displayed.

These are also some of the resources I use when teaching copyright: [http://www.copyrightkids.org/](http://www.edmodo.com/link?url=http%3A%2F%2Fwww.copyrightkids.org%2F) , [http://cyberlaw.stanford.edu/blog/2007/03/fai...](http://www.edmodo.com/link?url=http%3A%2F%2Fcyberlaw.stanford.edu%2Fblog%2F2007%2F03%2Ffairy-use-tale) , [http://www.livebinders.com/play/play/%20%20%2...](http://www.edmodo.com/link?url=http%3A%2F%2Fwww.livebinders.com%2Fplay%2Fplay%2F%2520%2520%2520241080%2520%2520%3Fpresent%3Dtrue)

Whitney and Janell - I also feel like my education did not properly prepare me for the copyright lessons needed today. That is why, as educators, it is so important to continue to take classes (especially in technology) and research to stay up on current laws and trends in education and technology. Copyright is so much more necessary and relevant today than it was years ago due to all of the digital devices and capabilities that just weren't present in education a few years ago.

Mrs. Johnson - I like the ideas of creating games and having the students guess if it was a copyright violation and what type of violation and/or copyright license is in use. Great thoughts! This would be a great way for elementary students to learn copyright laws from such a young age while also incorporating this into a review game like Jeopardy or Wheel of Fortune to meet the Digital Citizenship standards.

## Learning Module\_3

DISCUSSION POST - MODULE 3 DUE 9-16-13
Read the view points of web based learning below. Formulate an opinion on the matter. Research web based learning and back up your statement with a fact or quote. Also, respond to one other classmates post. Use the guidelines for posting that were discussed in the first class.

VIEW POINTS OF WEB BASED LEARNING
1. One of the values of using the web to access course materials is that web pages may contain hyperlinks to other parts of the web, thus enabling access to a vast amount of web based information.

A “virtual” learning environment (VLE) or managed learning environment (MLE) is an all in one teaching and learning software package. A VLE typically combines functions such as discussion boards, chat rooms, online assessment, tracking of students' use of the web, and course administration. VLEs act as any other learning environment in that they distribute information to learners. VLEs can, for example, enable learners to collaborate on projects and share information.

2. “Newer technologies such as computers and video conferencing are not necessarily better (or worse) for teaching or learning than older technologies . . . they are just different . . . The choice of technology should be driven by the needs of the learners and the context in which we are working, not by its novelty.”Bates AW. Technology, open learning and distance education. London: Routledge, 1995

Jessica S. – I agree that the Internet and technology is definitely our future. I think of my own children and realize they won’t know what life is like “without” technology and the internet. I mean, even our TV is internet-based with streaming players, Netflix, etc. It is truly the future, but should it be the future of the entire learning environment. I think balance is so important when creating a VLE because as many of us know, even though technology is an amazingly wonderful tool full of so many possibilities and opportunities, we still have to “function” if and when technology isn’t available. I think you are on the right track when you say you find new ways to incorporate technology into your lessons and that is so important to let the lessons drive the technology and NOT let the technology drive the lesson. As Mrs. Bratcher quoted above, just because something is a novelty doesn’t mean it is the right tool to complete a task. Teaching your students to use technology as a tool like you are doing with your students is so very valuable.

Christina E. – I see your point about web-based anything only works when students are actually interacting with the material. I find this true when many of our online programs used for intervention tools are considered web-based learning tools. When I think of a web-based learning tool, I think of students doing something creatively either through a discussion board, blog, e-Learning, or digital creation of some sort (posters, projects, etc.) and not necessarily a tool where they sit, get, and respond to information. That, to me, is not a web-based learning tool even if they are “interacting” with the material. I definitely see your point about interaction and add that it needs to be a true interaction of creativity, communication, and collaboration in order to really be a web-based learning tool.

I believe that the terms web-based learning and virtual learning environment have very wide definitions, but either, when used effectively, are both powerful tools that can allow so much learning to take place. There are so many pros and cons to web-based learning and a virtual learning environment. Distance Learning opens up so many doors for our learners that they may not normally have the opportunity to experience, while virtual learning allows the learners who may struggle with a concept to continue to review the concept without feeling the pressure of “getting it” on first delivery. Many of the articles I read doing this research showed that when evaluated, the virtual learner as well as the class learner both scored relatively the same on final examinations; therefore a true educational difference was not noted. The differences that were mostly experienced and noted were time management opportunities and drawbacks, self-paced learning, limited face to face learning (social interactions), yet high ability for review, reference, and resource. The overall VLE has many more pros than cons, but I also feel that is so important to maintain a balance when incorporating web-based learning/VLE into the educational process. The following quote, although from an older reference, pinpoints the ideas that just because a tool seems functional and a necessity in the learning environment, teachers must be able to seamlessly integrate the tool into the content. “Today’s use of ‘virtual learning environment’ is not restricted to well-structured information spaces, but I expect that this criterion will become more salient, as content management becomes a main issue for all teachers involved in virtual learning environments. Researchers have to develop a better understanding of the functional relationship between how information is structured and represented and how it can be used in learning activities and interactions,” Dillenbourg, Pierre. "EUN Conference 2000." Learning in the New Millennium: Building New Education Strategies for Schools. Proc. of Workshop on Virtual Learning Environment, University of Geneva. N.p., 2000. Web. 12 Sept. 2013. Even though technology is our future and our students (and children) will grow up “only” knowing life through technology, it is also important that we balance learning opportunities and be sure that the need and true functional outcome is the key to choosing and developing a VLE. Although the pros and cons are there while incorporating web-based learning/VLE, I do see it as an extremely important part of our educational structure. As Mrs. Bratcher quoted in an earlier assignment, “everything in moderation.” I agree and even add that not only moderation, but choice. Giving the students choices when completing a project and allowing them to complete the project virtually or do a “hands-on” project. Yes, our students need and want to learn technology, but some still like to build a diorama, model, or display (construction workers) or paint or draw something with their hands (artists). Although it is important to encourage technology, I don’t want to stifle the creativity that is possible as well. Again, a VLE continues to be the future, but maintaining a true balance is also very important.

Laura B. - I completely agree that choice is so important when encouraging students to complete a project or presentation. This will allow the students to harness their skills and use what they like and feel they are "good at" rather than be forced into a mold of what we think the outcome should be. When I taught 4th grade, I loved giving students a choice when completing a project or lengthy assignment and it was always so interesting to see what they thought as their strengths or flaws compared to what I and others saw.

## Learning Module\_4

Discussion Post: Module\_4 (Due 9-16)

In your opinion, what is an effective use of video in the classroom? Remember to use these suggestions when commenting to a post. (<https://dl.dropboxusercontent.com/u/11323883/ius%20info/r505/module_1/Handout_Blog_Comments.doc>)

Mrs. Johnson and Elizabeth P. - I completely agree that short videos are a great way to engage the learners. They should not replace instruction but certainly help supplement instruction. Students do respond better in some cases, when someone else is introducing the content. I love it when teachers and students use Voki's to introduce or express content in the elementary classrooms. Even though this is not video, it is still a great way to engage learning while also providing a variation to the "normal" delivery method. And video doesn't have to be self-made; many short clips I have used to engage parents, students and teachers come from xtranormal clips, YouTube, and other sources...rather than re-inventing the wheel.

Before Xtranormal went away, I loved to create quick, engaging videos of technology topics. We even created a video for our elementary students emphasizing the necessary parts of the AUP. (There are so many engaging, thought-provoking xtranormal videos on YouTube and Vimeo but a terrible shame they went away.) Now, I love showing the teachers how students can create videos of varying links (PhotoStory, Moviemaker, Animoto, etc.) to meet certain curriculum needs. Our students love creating videos to explain their learned knowledge while some shy students use videos as a creative outlet. I think videos play an important role in the engagement of our students both from a teacher perspective as well as a student perspective. Many are so familiar with the use of video to recieve and produce messages; live and recorded (Face Time, Skype, Lync, YouTube, etc.) that to engage them in the classroom through video is almost a necessity. Plus, what fun for us...creating videos as an attention getter, exit slip, or lesson example!

And, Kentucky is so fortunate to have KETMedia/United Streaming for free! Discovery videos are wonderful because you can watch just certain clips as well as share them with your school or district teachers through shared folders within Discovery. When I lived in IN we had to pay a huge price for United Streaming, but for it to be free and tied to KET is an enormous savings and valuable resource.

Discussion Post 2: Using resources that are available to save time. (DUE 9-16-)

I created my Animoto video as an introduction to water rocketry, physics, and propulsion (force and acceleration). We created water bottle rockets in my fourth grade classroom and I loved to show YouTube Videos along with sample NASA videos on jet propulsion as well as water propulsion. This video is similar to my Animoto video in that it explains the purpose of the parts of the experiment. I would definitely show this clip if I ever did this project again. <http://youtu.be/ci4WxdDecrE>

Now that you know how to create your own video, try to find a video that has already been created that can work for that same unit or lesson. Use YouTube, schooltube, teachertube, or any other resource that you find.

## Learning Module\_5

Discussion Post: Module\_5 DUE 9-16
Share two problem solving strategies that you use in your classroom.
What makes them effective? Be sure to include the grade and subject.

My problem solving strategies are not as curriculum based as more technology component based. Students tend to have the "right now, no patience" syndrome and it plays havic when using technology. One strategy I like to use is click and count to 5. If nothing happens, then click again. If nothing happens, then problem solve your surroundings (check for plugs, chords, ask a friend, etc.). We call some of our students "clicker happy" students because they want to constantly click website links, buttons, pictures, etc. and their constant clicking ultimately freezes up the computer and delays their "gratification" causing frustration. The K-2 students are understandable because they are still learning the parts of a computer and how they work together, but I find the impatience more in the 3-5 students because I think they are constantly hearing "hurry up, let's go" and they get this sense of urgency in everything. So, my strategy is a lot of patience when using technology and learning to problem solve the components to find out why something isn't working and how you (as the student) could help fix the situation. Many times issues arise because of plugs, chords, mis-typing, etc. so showing the students the idea of patience and problem solving when using technology will benefit them as they progress throughout the many years of computers and mobile devices. It amazes a lot of the elementary teachers that don't think of their students as tech savvy until they see them problem solve and help others fix their computer...many times those are the "go-to" students in the lab when there is one of you and 30+ of them.

Ashley F. - We use the RUN principle often at our schools and I see it posted everywhere with the running man. I think this is a great problem solving skill that can be used widely across the curriculum. Many of our teachers use RUN with writing, but I also see it used often with math word problems. I also really like the "making a list" strategy. Many of our students (and some adults) don't know how or why to make a list of tasks. It is amazing to me when I ask some of my colleagues what their plans on for the day, they look at me like they are waiting for something to arise. I have a list every day on my phone, iPad, computer, everywhere through Evernote. Even if it wasn't there, I couldn't live without a paper list of tasks to complete and the needed order. Great strategy and so very glad you are teaching that skill at such a young age!

Justina R. - I am a great fan of Pair/Share when problem solving. Since I am in the computer lab or mobile lab often with classes of students working on something new, it is always great to have that pair/share strategy in my back pocket. I also love the idea of solving problems or learning through songs. I have a 2 and 4 year old and mind you, I am an intermediate teacher so when they first came home and sang the "clean up" song or the "wash hands" song, I was blown away. I love that they are learning to problem solve through song...what a wonderful differentiated learning skill as well as a cue to learning...love that method with younger students...great job!

Kristy K and Mrs. Miller - It is amazing how much technological common sense our kids come into school with these days so why not harness their capabilities and make them use some of their problem solving skills. I know not all students come in with those skills, but it is so great to see those students who have the abilities, share those skills with the other students. But, as with anything, "patience" is the number one tool to solving most technology problems. :-)

Sandra - I am glad that this might work for you. Even the most patient students have such hard time waiting on technology to catch up at times. I know that I can definitely be an "happy clicker" when I am in a hurry to get someting "turned in on time" or want to respond to something quickly. Instant gratification is going to continue to be a problem...I can see it more and more each year in my students and even my own children...scary!

I completely agree. Patience is NOT one of my virtues so I don't know why I expect it to be one of theirs either, but it is worth trying to save the "spinning" that goes on and on.

## Learning Module\_6

Watch 3 screencasts & reply with an opinion, idea, or observation.

Laura - I have looked at this site briefly in the past, but have not explored the site like you have shown. I love the fact that you can create students and look at each student's book without having to login as the student and that there are many options for viewing and editing pages (zoom, layout). The publishing a final book is a great feature for parents that want to save a hard copy of the book as well as the "sharing" option to load the book to your website. This will be a great site to explore with students as they finalize a writing project. Thank you for a great tutorial.

Mr. Oakes - Great job explaining Blabberize. I have used Blabberize with 4th and 5th graders and they love using the site. We created healthy habit characters using fruits and vegetables that talk...they loved it! I really liked how you gave details on how to use the site and what the site could be used for when thinking of projects, etc. Using this site with historical figures is always such a fun way to bring the character to life from a real picture rather than trying to recreate the character like you would with Voki or another avatar site. Nice job!

Mrs. Johnson - Flipsnack is a great website for older students (even intermediate students) that are learning how to create PDF files and use those files to create an interactive tool. As you said, it gets away from the same Powerpoint, Prezi, etc. projects and allows them to have a choice but still relay the information in a fun manner. Your video was well published and the site itself is very easy to use. I can definitely see how high school students could use this site to create interactive books on various topics. The idea of putting pictures and text on a file just like you were typing a Word document is so user-friendly. Plus, as teachers, what a great way to interact with the information.