

Web 2.0 implies Learning 2.0

- **Neo-Millennials:** Wired kids are accustomed to choosing their engagements – whom they interact with, what they interact about, when and where they use whatever online tools they like. Thousands of channels at the same time.
- **Social Learning:** Getting Neo-Millennial buy-in requires a shift from “everyone learns whatever the *sage on the stage* is teaching” to “everyone teaches and learns from each another whatever each cares about, with a *guide on the side*.”

What is “Social Learning”?

- **Technology:** The machine
- **Context:** Bar, girl watching
- **Content:** How he plays pinball when watched.
- **Learning:**
 - How she’ll play?
 - How she likes him?

How does this play out in real school?

- **Technology:** the booth
- **Context:** the fair
- **Content:** the exhibit
- **Learning:**

HOW DOES A TRADITIONAL SCIENCE FAIR CREATE LEARNING, FOR AND BY WHOM, ABOUT WHAT?
HOW COULD YOU INCREASE THE LEARNING?

Idea: Students (not just judges!) fill out review forms – and give them to the teacher for grades – who then gives them to the presenters for analysis.

Science Conference with Peer Review?

- **Technology:** Powerpoint & Projector
- **Context:** After the Fair: Presentation to Peers
- **Structure:**
 - Present the Powerpoint to Peer “Scientists”
 - Take Questions about the content
- **Content:** Analysis of guest feedback
 - Quantitative
 - Qualitative
 - Implications
- **Learning:**

How to increase the social learning?

TECH SCOUTS CYBERFAIR

- Each group has a kiosk with an exhibit demonstrating a computer skill.
- They explain to guests how they made the exhibit, and why they were interested in it.
- Then they teach the guest the skill.
- They had to make sure that the guest would be able to answer questions like:
 - What is this exhibit about?
 - Will the skills be useful to you, or the school?
 - What skills are needed to do well in this area?

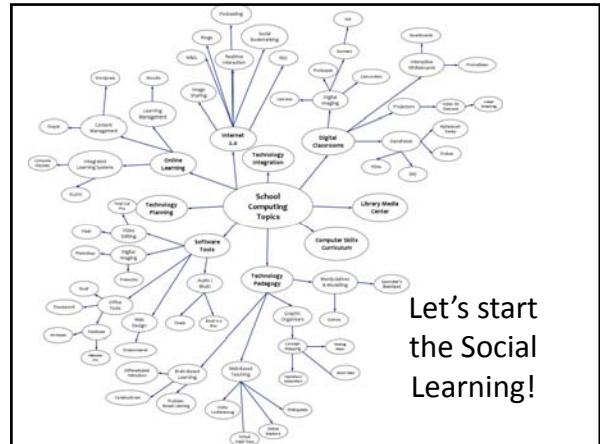
<http://hvscouts.com>

Self Analysis of Guest Feedback

For the Cyberfair, I showed the CPESS website. I didn't have any major role in making it, but I knew everything Tyron did because I'd watched him work a lot and he explained things to me. The first day of the fair was confusing because I didn't know how to explain what I knew to the Division 2 kids. In the beginning I was showing how I learned HTML and they were bored. I talked about all the different things you could put on a web page, and showed them HTML. They were impressed with HTML and how difficult it was to make things happen. They were amazed with the code. They really liked the digital camera and seeing pictures of themselves.

The second day was much easier because I learned what gets their attention. We tried give them opportunities to help us upgrade the web page, but nobody came back to us. We didn't have Claris Home Page at that time, so it must have seemed hard for them. I remember one kid not paying attention - he really didn't want to be there. I gave him a short version. There were some girls who were really interested, wanted to know how we got all our information and how we learned the language, how we got access to all the neat things like the camera, how long it took us to make it. We learned a lot faster than they guessed we did.

My presentation skills have really improved from this - I never thought I could present to people I didn't know. I feel I served the school because a lot of kids are now hoping to take this class when they get to the Senior Institute. Teachers didn't know that this class existed or what we were doing before the Cyberfair, so now they can spend more time with us.



Let's start the Social Learning!

Today's Plan: Cumulative Sessions

1. This session: "Enhancement Ideas + Concept Map + PMI"
 - Map ways we use technology to enhance learning; PMI feedback to each other; join intranet to continue discussion.
2. The Empowered Teacher Website, Pt. I
 - Show how to make interactive websites for teachers, get ideas going on the intranet.
3. Using Drupal for Project Management
 - Show how we used the intranet for conference planning; show how we're going to use it for technology project follow up; set it up to handle interactive website specifications.
4. The Empowered Teacher Website, Pt. II
 - Put starter ideas onto the intranet; create one or more from specifications on the extranet (<http://springsdistrict.org>)
5. Community Learning Teams
 - Introduce national initiative; begin generating project ideas on the intranet; plan next steps for those who decide to continue.

PLAN: Technologies That Enhance Student Learning, Part I

1. Volunteer introduces project:
 - Describe technology, setup, process, products
 - How do you know this enhances student learning?
2. Audience gives P(lus), M(inus), I(interesting):
 - + for student learning; - for costs / limitations; ? for an interesting by-product or implication or possibility for their own students.
3. Volunteer reflects:
 - How improve, extend, add to the activity?

Following Up:

1. Create an account on: <http://springs.gamefacewebdesign.com>
2. Check your email for the confirmation.
3. Click the link to log in.
4. Change your password when you log in - click the "edit" tab on the page you get to.
5. Click on "Technology"
6. Click on "Activities"
7. Either comment on an existing activity (PMI preferred!) or ADD YOUR OWN!