Course intro with aim and objectives

Course aim

During this course you will gain knowledge and experience on how to integrate Web 2.0 services in your own teaching in a way that it supports your didactical goals. You will be able to apply these services in your own teaching while taking the course.

The target group for the course is teachers on vocational schools, but may include teachers in secondary schools if the facilitators have experience from this area. The topics covered would be relevant also for primary school teachers interested in Web 2.0 for teaching and learning.

When taking the course

During this course you will be presented by a course model where you have to work your way through three topics and end up the course with a final, self-defined, topic.

Why only practicing teachers?

This course is based only on teachers that have their own classes with own students etc. It cannot take place without trying out the topics in your own classroom. This means that there is a great emphasis on own daily teaching and your own students. By working in teams you have the possibility to discuss and collaborate with colleagues and "to do" a lot of co-work with them. The drafts describing your learning scenarios have to be made in a team too ;-)

Ict skills

This is NOT an ict course. The eTeacher 2 course is about integrating ict and especially web 2.0 services in own teaching. If you attend the course as a participant it is expected that you have some basic ict-skills and that you are able to learn to use applications and webservices on your own or in cooperation with your teammates.

It is expected that you, during the eTeacher 2 course, focus on developing your own teaching skills by planning learning scenarios, trying them in your own class and evaluating what you have been doing.

Facilitators

A facilitator or two will be the ones that challenge you through the course. The facilitators are skilled users in web 2.0 technologies and skilled in response giving and all in all specialist in both ict and pedagogy. They might have special skill in some subjects, but not all, so under the course the participant is the one with these competencies.

Teamwork

It is well known that working in teams is time consuming and not common in all schools. Anyhow you have to (you must!) work in teams during this course. There are so many evidences on the added value by working in teams, that you are "forced" to do it. During the course you must work in a team of two or three teachers. You cannot participate as a solorunner. The only time where it is possible to go solo is in the final deliverable where, if you want to finish with a PD module, you have to pass as a single person in certain countries.

Why do we have 3 topics (Share, Collaborate, Socialize)?

Or why Web 2.0 services are relevant for learning?

When integrating online services or new technologies you go through a redesigning process by which the course undergo a reflective process that result in integration of technology and new teacher and learner roles.

Learning theories behind Web 2.0

Many constructivist theorists posit that learning is a social process and that learning occurs through interactions and sharing information with each other. Additionally, researchers have found that collaborative learning help students retain information better than students working individually. In addition to social learning, many theorists cite active participation as a major component of effective learning environments. While many traditional web applications focus on the delivery of content, Web 2.0 applications, such as blogs, wikis, social networks, and social bookmarks, focus more on social connectivity. These Web 2.0 applications are driven by user contributions and interactions, unlike most of the sites of the Web 1.0 era. Thus, Web 2.0 applications provide venues for **sharing, collaborating, socializing and interacting**.

Integration of Web 2.0 technology to build an online community into a learning community is also grounded in socio-cultural learning theory. Social acts that bring out awareness, relationships, connections, and interactions among and between online learners, are necessary for learning. Community members are connected through Web 2.0 technologies to establish mutual awareness, develop social interactions, form social relationships, and build learning communities. Web 2.0 is a Web technology that aims to enhance creativity, information sharing and collaboration among users. These concepts have led to the development and evolution of Web-based communities.

Take a break and watch a video or two

The concept of teaching is going through a change of paradigm by Sir Ken Robinson - http://youtu.be/zDZFcDGpL4U)
Learning takes places throughout the whole life - lifelong learning. Invite people around the world to participate in your students learning processes. New key skills are identified for the 21st century in this example.
New screen technology is used by the young people http://www.youtube.com/watch?v=oQHukjxQL14 which means that the youngsters works all places with, virtual socialising, collaboration and sharing of information.

Todays youth

Students of today assume that web 2.0 services are used as integrated tools - this is how all their informal learning takes place. They expect it. (See Grown up digital).
The focus swap from teaching - as an action conducted by a teacher - towards learning where students actions are in focus. New roles for teachers arise and new skills is needed (trend: pedagogy/didactic design).
Teaching is no longer something that takes place in a traditional class where one teacher teaches a

What is Web 2.0?

New social-sharing applications are transforming the Internet from a *read-only* (Web 1.0) environment to a *read-write* ecology that many are calling Web 2.0. Web 2.0 is not a specific technology, service or application. What characterizes web 2.0 and distinguishes it from the traditional web is that the content is generated by the users. On a traditional website, the content is decided and provided by the page owner, for instance; a company, a newspaper, an institution, the government or even an individual. Anyone visiting the website can view the content, but they are not able to change it. The content is fixed and only the site owner can edit, update or change it. With web 2.0 it's the other way around. The site owner or service owner does not provide any content. This is done by the users of the service and anyone can make their contribution.

Online-dictionaries are a good example of the difference. A traditional dictionary is written by a team of experts and editors, and published on a website. Users can open it and read the articles. A web 2.0 dictionary like WikiPedia on the other hand, is written and edited in whole by the users.

Web 2.0 provides users with interactive services, in which they have control over their own document. Web 2.0 technologies make sharing content among users much easier than in the past and change the way documents are created, used, shared, and distributed.

In the past few years, the increased need for tools to quickly create, analyze, and exchange personal information, photos, videos, and documents, has caused the emergence of Web 2.0 technologies. The most frequently used technologies are Facebook, Flickr, YouTube, and Google Docs. In addition, wikis, blogs, instant messaging, internet telephony, social bookmarking, and other social networking sites are in use by many users around the world.

Web 2.0 technologies not only provide support for users' reflections on their own thoughts, but also play an important role to add reflections about emotions, since these can have a significant impact on how an individual handles a situation. Web 2.0 also enhances collaboration between users towards specific goals.

In the past few years Web 2.0 was defined from different perspectives, however, they basically state that Web 2.0 refers to the social use of the Web which allows people to collaborate, to get actively involved in creating content, to generate knowledge and to share information online. Web 2.0 technologies are seen to have an emerging role to transform teaching and learning at schools. Specific technologies and services contributing in vocational education include blogs, wikis, social bookmarking, media sharing, social networking sites and other social software

artifacts.

Web 2.0 tools represent opportunities for people to collaborate and share knowledge in new ways. Although Web 2.0 tools have the capability to enable different processes get better, it does not guarantee they will be adopted in a way that actually produces improvements in practice. It is really important how you adapt these tools into your teaching according to your students' needs and preferences. Web 2.0 tools are best understood by evaluating what students learn through their use in education and not through discussions of the possibilities of these tools. Research has shown that Web 2.0 technologies can help students strengthen their critical thinking, writing, and reflection skills by introducing them to a new form of social learning environments. In this new learning setting, students can go beyond the mere task of accessing information and can instead become actively engaged in the collective sharing, analysis, synthesis and evaluation of knowledge with their peers through social communications and interactions

Research shows that learning increases when students in online courses were able to increase their interaction, communication, and community with other students. Social learning theory posits that students learn when they are able to interact, collaborate, and cooperate in their learning. This explains, in part, the interest in Web 2.0 tools like wikis and blogs that depend upon student groups working together on educational projects. Social networking is also changing the way children communicate. Most of this communication takes place outside of school, though countless educational Web 2.0 applications are emerging.

Why do you need Web 2.0?

Internet technologies such as e-mail, course websites, and newsgroups have added value to traditional classroom knowledge delivery and have impacted the course delivery and design in many schools since 1990s. But in the past few years a new wave of Internet technologies,Web 2.0, has emerged with the potential to further enhance the teaching and learning environment in school settings. The use of Web 2.0 services enables students to connect different pieces of information and create new information that could be shared with others. In addition, with the use of Web 2.0, students no longer access the web only for course information; instead they access and create collective knowledge through social interactions (examples: …) and collaborative work by adding, removing, or editing a common content (examples: ….). Many schools have adopted Web 2.0 applications to foster internal knowledge sharing and collaboration through document sharing services.

Thoughts on creating an online learning environment

When selecting web 2.0 services to act as examples the ambition has been to select freeware services and APPs. Many of the tools selected comes with a differentiated prize model where you get some features for free but have to pay for more advanced functionalities. As a teacher or team of teachers you can easily buy additional functionalities. But to get the most out of the schools investment it is important that the school have an overall strategy and platform that supports use of ex. web 2.0 services.
You will also find service that exist as an integrated part if your school has a LMS (Learning Management System ex. Fronter, Moodle or Its Learning).

Design a linked universe makes it easier for both students' and teacher's to keep the overview and track of the different services used. Teachers will easily inspire one another and students' will find the use of the different services easy to use and transparent (inspiration: Morten Bay uses in Homo Conexus the term "Convenience" as the most important factor for yongsters choices).
Note: Material from "Rethinking Pedagogy for Learning and Teaching for a Digital Age" as well as "Rethinking Learning for a Digital Age" can be integrated.

Going mobile seems to be the new trend in regard to education that will have a tremendous impact on the way we think teaching, learning and schools.