

Name: Megan Thoughts for teachers and students	Name: Joan Thoughts for schools and administrators	Name: Suzanne Links, Videos, Resources
We live in an always "on" world -- can't have students "power off" when they walk into the school doors. And then power back on once they leave school. We (adults) want connection...we expect connection. So do the kids. "Society expects connection." -@jutecht Keeping people on task with this powerful a machine in very difficult -- so what do we do in schools to facilitate learning with such a powerful machine? **connection to each other: foundation of the Internet. communities and connection will be more powerful than the content. from 1993 - 2011 : changes in the media landscape <i>What other history do these kids not have?</i> Digital Natives vs. Immigrants (Prensky) -- in early 90s Acc'ding to @jutecht pre-1976 - creator gen 1976-1991 - hardware gen 1991-2007 - web natives *If "the computer is not separated from the internet,"	Seniors today have always had the internet of today. Early belief of internet was communities are more important than content. Connections to each other, but how do these devices keep us from significant, deep thought or deep relationship building. Issues of copyright and ethical use of music, images is a big concern for Administration policy. Wikipedia has changed information flow---how does scholarship change What is the new value of scholarship/How does this change Administration concept of curricular goals and mission of school in forming lifelong learners. Brain research shows give time to talk, do Administrators keep this in mind with their own meetings with faculty to gain their ideas and input on what is being 1976-1991 Hardware	http://www.freemosquitorington.es.org/ http://www.skype.com/ http://www.huffingtonpost.com/adam-goldstein/rhode-islands-facebook-ban_b_884210.html http://www.thethinkingstick.com/ http://www.jeffutecht.com/ http://www.marcprensky.com/ an article on reverse instruction http://electriceducator.blogspot.com/2010/09/flip-your-classroom-through-reverse.html Link to all the the keynote materials. http://bit.ly/li11keynote

what does this mean for teaching and learning? 2007-2011 - mobile gen How do we create connections in our classrooms? Talking about texting during school day: 66% of text come from parents Work Life / Social Life -- this line is completely blurred for people in 2011 -- kids will be "doing both" constantly and thus need to learn to monitor time. Social Expectations / School Expectations -- the gap between the two is large. How to bridge the gap? What must we do in schools: - think about <u>connections</u> - examine <u>content</u> - make decisions regarding <u>privacy</u> (and safety) What's the reason we come together? And how do we maximize our time? - content (create, re-create) - skills and context - reverse instruction *Instead of classroom being source of content, we focus on skills and context of content (create and communicate) and also reverse instruction Example: Existentialism 1. how to search, find, record 2. group discussion	Generation—remote control, gaming 1991-2007 Web Natives --- grew up with the Internet If Internet is slow, as in the case of trying to take these simultaneous Notes to the conference, what is the other ways to keep productivity going? These notes had to be taken in an off-line, Word Document and then later shared when internet connection restored. Ringtones that can only be heard by younger ears—ways to get around classroom and keep the connection going—but what is the quality of their communication? Does school policy need to loosen up in terms of cellphone use/texting. Parents as well as students expect information/especially grading information now. Line between work life and social life has blurred. Administrators need to put policies in place that allow a 24-7 presence, because it is expected. Firewalls and blocking Facebook tries to cut student	
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“Closing the Circle” -- student learns and reflects, has class conversation with student content driving discussion Closing questions: How are you going to use your face-to-face time over these next two days? What skills do you need and from whom are you going to learn them from while you are here? When are you going to reflect on your learning and where are you going to share it?	from connection—or does Quality thought/reflection need to be a reclaimed because it is becoming endangered. Gap between social expectations and school expectations is widening Do Administration policies need to consider feedback from student groups to shape access to social tools in the classroom. Less content taught in classroom if it is all “out there” in the internet Respecting and redefining sense of privacy. Does Administration have the right to define that for the school so that education can occur? If content is free and open, how do we maximize our time in the classroom with students? Use face to face time well by showing skills of how to find content and put context of that content. Students as homework find content, knowledge, and discovery. Reverse instruction. Class time used for search	
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	skills and class time used for how to put information in context. Closing the circle: Student---Reflection---Class Conversation Students drive the conversation by the content that they find. Final Questions for the conference: How to use Face to face time over the next two days? What skills do you need and from whom will you learn them? When are you going to reflect on your learning and where are you going to share it?	
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