

**Title of Session:** Online Teaching and Learning

**Moderator:** Roger Goodson

**Title of File:** 20080529otl

**Date:** May 29, 2008

Room: Online Teaching and Learning Group

**BJB2:** Roger, shall we start with introductions?

**RogerMG:** . . .but, before you 'detach' yourself . . .scroll down on the homepage for the group and access 25 basic tech. skills that all educators should now have . (Under Files)

**BJB2:** Everyone please give a brief introduction...where you are located and what brings you to the OTL discussion.

**BarbS** joined the room.

**BJB2:** welcome, Barb. We're just starting introductions

**BarbS:** Hi...

**CharlesE:** I am Charles Elliott an educational subcontractor.. or adjunct faculty for whoever is in need. I live in Erie, PA and work online and do antique restoration between the online sessions.

**RogerMG:** Hi Barb.

**BJB2:** I'm in Pennsylvania and teach remedial communication

**GeorgeK:** I teach management at Lewis University, just South of Chicago, but am a transplanted Pennsylvanian.

**BarbS:** I'm Barb Schulz, a middle school computer ed teacher in a face to face school as well as on online advanced tech teacher in a virtual school. I'm in Md.

**RustyM:** I'm Technology Training Manager for a 7-12 district on California's Mexican border

**RogerMG:** I teach at Notre Dame de Namur University in Belmont CA.

**HilaryH:** I'm a classroom teacher in Va, but I'm currently studying to work on the virtual HS at George Mason Univ.

**BJB2:** looks like we're strewn across the US

**BarbS**: I'm also working on a dissertation in the area of online learning for K-12, but have done online teaching in Higher Ed as well.

**BJB2** gives a drum roll and turns the virtual floor over to Roger

**BarbS**: hands clapping for Roger..

**RogerMG**: If you haven't taken a look at the 25 basic technology skills that all educators should have on the group's homepage, please do so now.

**RogerMG**: In the meantime, a bit of humor: Hey, You! Pay Attention! :: Inside Higher Ed :: Higher Education's Source for News, Views and Jobs: "The students sit in class, tapping away at their laptops as the boring old law professor mechanically plods through his lecture. Except one. Instead of hunching over a portable computer or a notebook, he's playing solitaire with a deck of cards on his desk. The professor halts his droning. "What are you doing?" he demands. The student shrugs. "My laptop is broken," he says."

**BJB2**: chuckles

**RustyM**: heh

**GeorgeK**: I think I've had that student in my class.

**BJB2** . o O ( you're the boring old prof? )

**BJB2** winks at George

**GeorgeK**: of course

**BJB2**: did everyone find the article Roger asked you to open?

**RustyM**: got it

**BarbS**: yes... perusing it..

**HilaryH**: per the article, what is "deep web knowledge"?

**RogerMG**: It's interesting that profs. are now restricting the use of laptops in their classes, or making students go to the rear of the room so other students can't see them surfing the web, rearranging their photos, etc.

**BJB2**:

[http://tappedin.org/tappedin/do/FileAction?ROOM\\_ID=12859&FILE\\_ID=47600&state=doDownloadFile](http://tappedin.org/tappedin/do/FileAction?ROOM_ID=12859&FILE_ID=47600&state=doDownloadFile)

**GeorgeK**: I just saw Prince Caspian the other day, so let me borrow a metaphor...Roger,

how do we mix these things to get the "deep magic?"

**CharlesE:** Getting some idea of a training sequence for these skills would be a good follow up task to finalizing this list

**RogerMG:** We seem to be missing something here don't we? The students have the technology, but teacher's don't want them to use it . . . a pedagogical problem, isn't it . . .'to lecture or not to lecture, . . . '

**RogerMG:** OK. Back to the list. It seems that everyone has had a chance to read it over.

**CharlesE:** We do need a significant paradigm shift.

**RogerMG:** How do you see that paradigm shift Charles?

**CharlesE:** From Sage on the Stage to Guide by the Side... Charlie Reigeluth made that statement a few years ago.

**BarbS:** Does Second Life fit under Social Networking or Deep Web Knowledge?

**RogerMG:** Good question Barb. What do other's think?

**BarbS:** how is deep web knowledge defined?

**CharlesE:** Your classroom illustration pointed out the shift that needs to made, very well

**SherrieC:** from what I understand about second life, I would think it would fit under social networking

**BarbS:** and as a K-12 teacher, I'd love to have that scenario.. but things are still so locked down in my district.. still can't use the chat here in the lab or school..

**GeorgeK:** Since I am metaphoring tonight...the web is like a forest in a fairy tale...easy to get lost or misdirected in...

**BarbS:** yes .. I agree.. social networking but seeing the things that are building on the ISTE site... it can be another kind of interactive classroom..

**GeorgeK:** the deep knolledge lets you find your way

**RogerMG:** You found the magic George:-)

**CharlesE:** I probably missed the defining of second life..

**BarbS:** it's a virtual environment where you take on an avatar..

**BarbS**: and can build your own virtual world as well as meet others there..

**CharlesE**: ok

**CharlesE**: got it.

**BarbS**: Kathy Schrock shared her site as well at a convention I went to recently.

**BarbS**: so I visited it, and ISTE is starting to have training sessions there.

**SherrieC**: an environment such as second life could be useful in a classroom setting. however, like you Barb, I am in a K-12 setting and some website are restricted because of the chat features

**BarbS**: people are posting bulletin boards (with pictures, not the kind you write to).. and putting up presentations and kiosks..

**RustyM**: I have lots of problems with filtering in my 7-12 environment, too

**RogerMG**: Given we have a number of tech. people here tonight . ..how do the teachers you work with shape up in terms of the skills list?

**BarbS**: I haven't touched it with the kids yet.. but my mind goes crazy with the potential..

**GeorgeK**: U of Indiana at Bloomington has a program devoted to the study of life in virtual worlds. I recently had a visit from a grad student in the program and was fascinated by what she told me.

**BarbS**: please share..

**GeorgeK**: I have been a Star trek person from 1967 on...it was like hearing about the strange cultures that inhabit the galaxy.

**GeorgeK**: Talk about a diversity exercise

**RustyM**: RE the skills: They don't mean a thing if the individual teacher doesn't have the ability to apply them creatively to a learning environment.

**BarbS**: did she share any of the uses that are being made of it?

**BarbS**: true..

**RogerMG**: Good point Rusty.

**RustyM**: that's another skill in itself

**GeorgeK:** Yes, some noble, some entertaining, and some not very noble.

**AmyCR:** Very true it is a tool and how it is used is what matters

**GeorgeK:** Thanks Amy, that comment brought the two streams together

**BarbS:** and probably right now it's being visited by innovators, so teachers have time to get involved (unless business takes over)

**CharlesE:** A disturbing research trend is showing that technology is being used less by schools who are teaching to the state tests.... K-12 setting.. The NCLB initiative has had some negative impact on pushing for the technology integration.

**GeorgeK:** That's another issue...both virtual and real money are changing hands as a part of virtual existence.

**CharlesE:** teachers don't see the need for the skills

**CharlesE:** the admin is pushing teachers for accountability in test scores.

**RustyM:** they need modeling

**BarbS:** yet.. state tests are starting to be taken online (our science test is), so that might drive things..

**SherrieC:** Charles, I disagree with that statement somewhat, based on what I see happening at my school. Our admin, students, and community are pushing for more technology

**CharlesE:** PA has a great initiative until the governor left and the tech focus fell off.

**CharlesE:** It takes leadership to set a direction for the school or state.

**AmyCR:** I think it is about time. The day is has many mandated blocks and the only way to integrate technology into the tight schedule is to be really prepared and know how to use the tech stuff

**SherrieC:** our school district just had promethean boards installed in all high school classrooms in the district.

**CharlesE:** The leaders need to see the future of education with a vision other than hindsight.

**SherrieC:** Amy, I agree in that teachers need to know how to use the tech stuff.

**AmyCR:** Most teachers don't have or don't want to take the time to learn it

**BarbS:** I see both happening.. pushing for more tech, yet meeting test scores, yet still being controlled by IT departments who aren't teachers...

**SherrieC:** I agree. Support is also needed. Our old TRT wasn't familiar with many of the new and updated tech and therefore wasn't much of support.

**RustyM:** same old story...

**RustyM:** technology seen as an end in itself...

**BarbS:** how many school districts have online learning happening in the schools?

**RustyM:** when used effectively, it can make a dif on standardized tests, too.

**CharlesE:** No incentives... but those incentives are not there for taking on committee assignments either.

**AmyCR:** The one day training sessions do not prepare teachers

**CharlesE:** for sure.

**CharlesE:** a comprehensive plan.. taking these skill areas and building a framework or scaffold

**SherrieC:** I'm not sure how many districts have online learning. however, I can tell you that I am working on an online learning program for high schoolers currently

**CharlesE:** the 21st century teacher.

**RogerMG:** If teachers who share the same students create team units which involve technology, perhaps even low threshold technology, would it be possible to teach across the curriculum?

**CharlesE:** that is what we are aiming for.. a new breed of teachers.

**BarbS:** who is it through Sherrie?

**SherrieC:** George Mason University is developing it

**BarbS:** is it subject based? or grade based?

**HilaryH:** Sherrie's in the program with me!

**SherrieC:** it is both.

**BarbS**: what program is that?

**SherrieC**: oh hey, Hilary.

**HilaryH** smiles

**BarbS**: aren't you guys in VA?

**SherrieC**: The Online Academy ... [toa.gmu.edu](http://toa.gmu.edu)

**SherrieC**: you can visit that site to learn all about it.

**SherrieC**: Yes we are in Virginia

**RustyM**: gotta go pick up a kid. Interesting discussion. Thanks everyone!

**BarbS**: I think I was on your campus with a friend recently to do some research

**RustyM** left the room (signed off).

**BarbS**: would love to stop by and touch base next time I'm in the area..

**BarbS**: are you developing curriculum? or the LMS itself?

**SherrieC**: Where are you located Barb?

**SherrieC**: Hilary and I are both working on developing curriculum and designing. Hilary is Latin and I am Spanish

**BarbS**: I'm in MD, but my friend lives near there..

**SherrieC**: Oh okay.

**RogerMG**: school structure is one of the problems, as someone here pointed out. Team units involving technology might work outside the structure . . .any thoughts on that?

**BarbS**: explain what you mean by team units involving technology..

**CharlesE** listens

**HilaryH**: we're all from different schools, even different counties, at GMU. it's helping b/c it keeps us away from the TEXTBOOK or even specific curricula

**BarbS**: and the structure of having pods of kids?

**RogerMG**: Several teachers who work with the same students, construct a unit that, say,

involves history, geography, English, math.. They integrate technology into the unit.

**CharlesE:** Roger, can you elaborate on the team structure.. outside of the structure?

**CharlesE:** I want to be on the same wavelength here.

**BarbS:** we're losing a teacher next year, so specials need to change to accommodate all kids, so the structure it being discussed..

**RogerMG:** Someone here stated that the structure works against the adoption of technology. The school day being chopped up as it is into small 'episodes' of teaching.

**BarbS:** at the current time they have something called "Viking Time" which is supposed to be that integration, but I don't know what really happens during that time.

**GeorgeK:** with the episodes being discrete from one another academically but are integrated in real life

**BarbS:** I think that's the theory...

**RogerMG:** Thx George . . .and that can making teaching more authentic.

**BarbS:** and I know they have team meetings on a daily basis..

**CharlesE:** while teachers are working within that structure, how are they to work outside that structure to create ways to integrate technology into a project or problem based teacher scenario

**RogerMG:** Actually, the idea of team teaching units is quite old . . .begins back in the early 60s.

**SherrieC:** At my school, the 9th graders are all in teams and they meet regularly and all of their curriculums are integrated based on their teams.

**RogerMG:** Technology can allow it to operate across the schedule and curriculum.

**BarbS:** as one of those isolated from those teams as a special teacher, I often wonder what is truly happening,... guess that will be something to explore next year..

**BarbS:** explain more how technology goes across the schedule.. I can see the curriculum working..

**SherrieC:** Barb, I agree, as a foreign language teacher, we aren't involved in teams so we are outcasted in a way as well

**GeorgeK:** ugh! life is all about communication...and in a global village, you need to be

on the teams

**BarbS**: are we in the village or the trenches? lol

**BarbS**: we are the trenches that house the kids while the village plans...

**GeorgeK**: The village....

**SherrieC**: another skill. does anyone use podcasting in their classes or use the new feature on itunes that features podcasts from various universities?

**RogerMG**: Creating a team unit requires a central theme . . .say, global warming as an example. This could involve not only science teachers, but history teachers, math teachers, English teachers, et als.

**BarbS**: not allowed in k-12 schools..

**CharlesE**: Why are we not offering courses in Spanish that deal with history, science, and technology?

**CharlesE**: What does integration of curr really mean?

**SherrieC**: well depends on where you are. there are some school systems that offer have half the day in Spanish and half of the day in English

**RogerMG**: The task for the Tech. person, Barb, would be to help teachers integrate tech. across time and space.

**AmyCR**: Lol barb

**AmyCR**: I think this is hard because if global learning is not on the test you will have a hard time getting administration on board

**GeorgeK**: The integrated curriculum , eg., is discussing the Eng 101 novel in my management class, or a management theory in the Eng class.

**RogerMG**: Ahhh, but Math is on the test as well as English, etc

**BarbS**: The other tech person in my school does that integration job... mine is to make sure they have the tech skills so she can do her job..

**RogerMG**: There are tons of sci fi and other novels out there that deal with issues around people ruining the planet.

**BJB2** . o O ( this discussion is almost over. The next discussion is Faculty Resistance to Online learning. It will take place in the FROL group room )

**BarbS:** Thanks BJ

**RogerMG:** Math gets involved in terms of looking at stats., projecting future conditions (algebra, calculus)

**GeorgeK:** Are we still on or are we moving to FROL?

**HilaryH:** Thanks, everyone!

**BJB2:** Let's take a break and meet in the FROL room in 10 minutes...that ok, Roger?

**GeorgeK:** ok with me. Thanks everyone.

**RogerMG:** Thanks all. If you're interested in continuing this discussion, please move to FROL.

**BJB2:** terrific discussion, everyone!

**SherrieC:** what is fro?

**BJB2:** faculty resistance to online learning

**AmyCR:** thanks very interesting

**SherrieC:** okay thanks.