

Title of Session: Blogstreams Salon
Moderator: Bee Dieu
Guest Speaker: Christopher Sessums
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PerlaGst2) I'm here before the discussion actually gets started to get acquainted

ChristopDS: Where are you located?

PerlaGst2: In Sergipe, Brazil.

ChristopDS: Obrigado!

ChristopDS: That's all I know

PerlaGst2: I've taken a look at your blog. Lots of info and reflections..ahhhh some words in Portuguese ahh

ChristopDS: Do you have a blog?

PerlaGst2: I've created one just to know how to manage it in the online course...

PerlaGst2: ...but I intend to improve and add useful info as soon as possible.

PerlaGst2: actually, the problem of the teacher here is time. I work from morning to night and it's a bit difficult to update such tool.

ChristopDS: I understand. Managing blogs in an online (or any) course can be challenging.

BeeD joined the room.

BeeD: Hello everyone!

BjB cheers...hi, Bee

ChristopDS: Hola

PerlaGst2: Hello Bee!

NinaAL waves at Bee!!

BeeD: Hello Chris and girls

BeeD: Good to see you all here

ChristopDS: Howdy Bee

NinaAL: Nice to see you too, Bee

PatriciaGI: how are you?

GaryML joined the room.

GregoryK joined the room.

BeeD: Welcome Gary and Gregory

GregoryK: Thanks

GaryML: Hello

BeeD: Fine Patricia...I had a wonderful sunny and warm WE in the countryside

PatriciaGI smiles

BeeD: I think we can start the session by introducing ourselves for the record

BeeD: I'm Barbara Dieu, Coord Foreign Language Dept and EFL teacher at the Franco-Brazilian school in Sao Paulo, Brazil

GaryML: My name is Gary Livingston, and I'm a graduate student and a teacher in San Antonio, TX

ChristopDS: I'm Christopher Sessums, Dir. Distance Ed at the Univ. of Florida and a doc student in Curriculum and Instruction

NinaAL: Nina Lyulkun from Ukraine, ELT lecturer at National University

MauGst3: My name is Maurício, I'm a Brazilian student

PerlaGst2: I'm Perla from Sergipe, Brazil and work at Cultura Inglesa (Language institution) as a teacher. I graduated in Languages

GregoryK: I am Gregory Kuld, elementary 4th/5th grade teacher in California, US

BjB: welcome, Mac. We're doing introductions

BeeD: Has everyone gone over intros?

MauGst3: I think so!

NinaAL: besides new comers

BeeD: MAC?

MACGst6: I'm Maura from Cultura

MauGst3: Maura, hi!

BertaL: Hi everyone

BeeD: Hi Berta and Maura

NinaAL: Hi Berta

PerlaGst2: Ahhhh Mac is Maura..lol

BertaL: Hi color twin

BeeD: Berta we are doing the intros

BeeD: Berta we are doing the intros so Mau, Perla and Mac are all from Ana's class?

MauGst3: Yes!

MACGst6: Yes

BeeD: Great to have you here

DennisOl joined the room.

PerlaGst2: That's it!

MauGst3: thanks!

BertaL: I am Berta from Venezuela and teach EST reading at the university for freshman and theory and methods of ESL for graduates

BeeD: is Ana going to join as well?

PatriciaGl: I haven't introduced myself yet. My name is Patricia and I teach ESL in Toronto at York U. I use blogging a lot with my students - it's a lot of fun, but I am looking for new ideas and exercises for my students

BeeD: Welcome Dennis

PerlaGst2: Thanks Bee!

GregoryK: No, from a Grad class at Azusa Pacific Univ. in California, Master's in Educational Tech.

MauGst3: I thought she would join...

MACGst6: I'm missing Ana F here

NinaAL: Hi Dennis!

BjB . o O (Ana is working on joining you all)

DennisOl: Hi, Nina--and everyone. 'Sorry I'm a bit late.

AnaGst5 joined the room.

BeeD: Welcome Ana

RitaZ joined the room.

BjB . o O (and there she is!)

BeeD: Hi Rita

AnaGst5: Hi Bee

MauGst3: ahhh... thanks Bj

DennisOl: Rita! Abrazos!

BertaL: Hi Dennis

BjB hugs Rita

MauGst3: Hi Ana!!!

AnaGst5: hi everyone

DennisOl: Hi, Berta! Abrazos!

AnaGst5: hi maura

RitaZ: Hi, Bee and all, sorry for being late

DennisOI: Hi, Bee. My apologies for being late! Abraços!

BertaL abraza Dennis

BeeD: Chris...we usually wait a little bit until everyone manages to connect

ChristopDS: No problem

NinaAL: Dennis you are not late, just intro is done from everyone

DennisOI: Gracias, Berta!

BeeD: I think we are in good number now...so I am going to ask you to give a warm welcome to Chris Sessums who is our guest tonight

MauGst3: Welcome!!! A pleasure to have you here!

PatriciaGI: hello Chris !!

GaryML: hello Chris !

AnaGst5: hello Chris!

NinaAL: Hi Chris!!!

PerlaGst2: Hello Christopher!

BeeD: He is from the Uni of Florida and will talk to us about School 2.0 and what it entails

DennisOI: Hello, Chris!

ChristopDS: Hello all! Shall I begin?

BeeD claps

MauGst3: yes!

BeeD: please do, Chris

RitaZ: welcome to a worldwide audience of finger-listeners, Chris!

BeeD laughs

AnaGst5 smiles

DennisOl: <<clap clap clap clap clap>>

ChristopDS: Thank you Rita! and Thank you Barbara and Tapped In participants for having me.

BeeD: Our pleasure

ChristopDS: I'm a bit new to IM conferences so my apologies ahead of time.

ChristopDS: Today I will be focusing my comments around the notion of School 2.0 and what I mean by such a term.

BeeD listens attentively

ChristopDS: I will start with a broader discussion of schooling in general, then move to a more focused reflection on what the future may hold.

ChristopDS: For me, School 2.0 is more a nascent philosophical stance -- that is, a way to think about and re-frame the idea of what a school should be.

GregoryK grins and listens

ChristopDS: But before we get to a definition of School 2.0, I want to step back and provide some context to our discussion.

ChristopDS: As part of setting the scene, I will pose one or two questions.

RitaZ listens attentively

ChristopDS: Feel free to take a stab at answering them.

ChristopDS: Any questions before I begin?

MaruD: Thanks Bee, Hello everyone

BeeD thinks everyone is all ears

ChristopDS: Okay...Schools, whether we like them or not, are deeply rooted in our cultures.

ChristopDS: School is a place where children go to acquire rational knowledge that allows them to function within society.

ChristopDS: They are places where individual identities are shaped; places where collective consciousness becomes assimilated.

ChristopDS: So, what are the social aims of education?

ChristopDS: What role should education play in connecting individuals to their society?

ChristopDS: Anyone want to jump in?

DennisOI . o O (key questions)

GregoryK: It seems that public education wants to play the role of social glue, but officially just stick to skills

GregoryK: should?

MauGst3: I believe that we are educated in order to get a job when we grow up and then live by ourselves...

GregoryK: hmmm

ChristopDS: Hmmm indeed!

BeeD: I'd say education is there to make them function in society, question it if needed and be happy making others happy as well

GaryML: education first, but public education should also provide a way for students to interact and learn how to socialize

DennisOI: I think public education espouses change and relevance but, by and large, is a static, non-changing entity.

BertaL: learn how to learn

GregoryK: As a teacher, I do have an underlying feeling of responsibility to prepare students for life... not only the job market, but to be well-rounded human beings, able to make the world a better place

AnaGst5: I agree with Bee, be happy and productive, I'd say

BeeD: but what should they be learning for?

DennisOI: Yes, Gary. Education--for life.

RitaZ: learn how to belong to a social group and respect all rules within that group as well as all others

DennisOl: Yes, Gregory, definitely.

PatriciaGl: I agree with Gregory - we should prepare them to be well-rounded human beings

DennisOl: Definitely, Rita.

GaryML: agree with Rita

ChristopDS: I think we're all on the same sheet of music philosophically. As such I'm going to start with some notions by Dewey regarding interdependence...

BeeD: well-rounded human beings who can relate to others

ChristopDS: An individual is both the product of nature and the product of society. Society cannot exist without individuals, and individuals cannot exist without society.

GregoryK: ah, Dewey

DennisOl: Hear, hear.

ChristopDS: Ideally, schools can serve as a place that both allows for all the freedoms necessary to create and maintain individuality and at the same time maintain enough restraint to make social order possible.

PerlaGst2: So the formative issue most of the time has being put away.

ChristopDS: Communities, institutions, and other social organizations can become inflexible and consequently limit freedom and innovation.

DennisOl: Yes-- it's a balance (or is intended to be).

ChristopDS: Individual personality can also become rigid and intolerant of change.

ChristopDS: Thus, the challenge before is: to find a process that allows both order and innovation in individuals and society alike.

DennisOl: "can become inflexible and consequently limit freedom and innovation": yes.

KonradG joined the room.

BeeD: how and why do they become inflexible?

ChristopDS: We'll get to that soon Bee. Hello to those who've just entered

ChristopDS: John Dewey saw intelligence as the key to promoting such interdependence.

DennisOI: How and why do they become inflexible? Key questions!

BeeD: sorry...will keep quiet

ChristopDS: Intelligence offers us "freedom from control by routine, prejudice, dogma, unexamined tradition [and] sheer self interest."

ChristopDS: Intelligence represents "the will to inquire, to examine, to discriminate, to draw conclusions on the basis of evidence after taking pains to gather all available evidence."

ChristopDS: Intelligence gives individuals power to see the world for what it is and to reflect on what it might become. It gives people the power to recognize choice when it exists and the wisdom to choose wisely.

ChristopDS: Dewey believed institutions could be constructed in ways that would help develop human intelligence and distinctive individuality.

ChristopDS: Dewey believed that to do this is to allow "all those who are affected by social institutions [to] have a share in producing and managing them."

BeeD: if the choices are there...if we see the choices...some people do not have them

ChristopDS: Dewey saw schools as a means for enhancing intelligence and enriching community life -- a place that can foster the development of individual and social intelligence.

DennisOI: Yes, Bee. Some don't have them and some choose not to take them.

ChristopDS: As such, schools are a means by which we can bring individuals in closer communion with society -- a place where an individual can learn not only about his or her self, but also learn about others.

ChristopDS: Dewey believed that it was silly to teach kids to accept the views of teachers uncritically, to passively accept the rules of school, and to mindlessly grind out assignments that have limited purpose or meaning.

NinaAL agree with Dennis

ChristopDS: Modern life provides us with many benefits and many problems.

ChristopDS: Thus It is the job of schools to pass on to future generations all that is best in society. At the same time, schools must also prepare children for the problems they will face in adult life.

ChristopDS: This brings me to a point where I would like to briefly touch on the notion of teachers and their conception of human nature.

BeeD: that's a tall order

DennisOI: Definitely!

ChristopDS: <snicker> But before I go there, are there any questions or comments?

AnaGst5: indeed

NinaAL: definitely!

BeeD: yes

ChristopDS: Go for it!

DennisOI: All of these notions of schools and education are good, but they're idealistic.

DennisOI: I'm not saying they shouldn't exist. They should--and I'm sure we all agree with them.

BeeD: let me look at the text...BTW...if you need to read it, please go to the actions menu at the top and detach your window

DennisOI: But

BertaL: "job of schools to pass on to future generations all that is best in society" If only that could be possible in all countries and societies

DennisOI: Hear, hear, Berta!

BeeD: what if the society is not that good?

DennisOI: Yes! What if?

BeeD: should it go against it?

BjB . o O (and who determines what is good?)

BertaL agrees with Bee

ChristopDS: Hidden curricula

ChristopDS: Racism

DennisOl: Hidden indeed!

MaruD agrees with Bj

DennisOl: Main-the-status-quo-ism

BertaL: indoctrination

ChristopDS: Great stuff y'all.

DennisOl: preservation of those who are currently in power

ChristopDS: hear hear

NinaAL: absolutely agree

GaryML: Don't forget standardized testing, b/c of No Child Left Behind, teachers can't waste class time letting kids be creative

MauGst3: alright!

DennisOl: Definitely, Gary!

DennisOl: "Teaching to the Test"

BeeD: Should teachers endorse the school's policy?

BertaL: mass education

ChristopDS: The odds seemed stacked against students and educators, no?

DennisOl: Yes!

DennisOl: (Yes, the odds seem stacked.)

GaryML: yes they do seemed stacked

HoracioHI: You know a lot about indoctrination

KonradG: yes they are stacked unless we create our own networks and encourage students to do the same

DennisOl: Indoctrination: yes!

NinaTL: School is where we are socialized, taught to fit in obediently

ChristopDS: Konrad, good to hear from you. I think you know where I am going

DennisOl: "unless we create our own networks . . .": Yes!

ChristopDS: If I may...

BeeD: how do you counteract, how do you bring the system to be fluid and flexible from within

GregoryK: It would be interesting if there was a "World School Organization" with some of the refined ideals standardized.

MauGst3: I think kids life is only school. Our life is too focused in school...

DennisOl: Nina: "Good little soldiers, all in a row"

KonradG: thanks, yes, I love the fact that you started with Dewey

BertaL: here at OISE, UofToronto it is repeated that any choice in education is simply political

BeeD: all you do is political whether you are aware of it or not

GregoryK: yes

DennisOl: Sad but true, Bee.

ChristopDS: true dat.

BeeD: why sad?

DennisOl: Or maybe it isn't sad. It doesn't have to be.

PatriciaGl: schools are financed by the governments, hence the political agenda

ChristopDS: To a greater extent than we would like to imagine, our ideas about human nature are often self-fulfilling. Human beings often become what they collectively believe themselves to be.

ChristopDS: This conception offers us both hope and reason for concern.

DennisOl: Conception or concept?

ChristopDS: Conceptions of human nature that degrade and repress human beings have a self-fulfilling power that we cannot ignore.

ChristopDS: Knowing our assumptions about schools, teaching, learning, and education are therefore quite important and often difficult to detect.

HoracioHI: Bee. Sad because we cannot do anything to stop political decisions

ChristopDS: When we seek to explain a particular aspect of human nature by asserting that it causes itself, we fall into an unwitting hole that Dewey calls a lazy fallacy.

NinaTL: Well, we can vote, we can organize, we can protest

NinaAL: It was here while the USSR was alive

ChristopDS: For example, When we say human beings love because of their loving natures, we have said nothing at all.

ChristopDS: The consequence of this thinking is that it stops inquiry into the social conditions that promote or retard loving behavior.

DennisOI: Yes, Nina and others--we can make a difference if we go beyond each of us as an isolated individual.

ChristopDS: Lazy fallacies can "prove" anything (short of understanding).

ChristopDS: For example, When we rid ourselves of the idea that human beings are inherently good or evil, we find our thinking about human behavior becoming clearer.

NinaAL: Here, politica don't pay much attention to schools for now.

ChristopDS: So what does this detour have to do with the notion of School and School 2.0?

ChristopDS: Consider the following questions...

NinaTL: My question exactly!

ChristopDS: Do you believe that human beings are good, evil, or something in between?

ChristopDS: Should society emphasize conformity, creativity, or something in between?

HoracioHI: Nina. Where is HERE?

ChristopDS: Should we promote freedom, constraint, or something in between?

NinaTL: Personally, I don't think human beings are inherently anything

MauGst3: something between..... for all

ChristopDS: Do values grow from the individual, from society, or somewhere else?

DennisOl: We should promote critical thinking.

ChristopDS: Does identity grow within the individual, within the social order, or somewhere else?

PatriciaGl: we need a balanced approach, nothing is black or white

ChristopDS: Answer these questions, and you begin to discover the foundation of your ideas on education.

DennisOl: Definitely, Patricia!

DennisOl: See this link later:

DennisOl: <http://school20.wikispaces.com/School+2.0+Manifesto>

ChristopDS: As educators, our aim must be to work out a model for human nature that finds support in evidence from the social sciences, is clear, and can guide you in the formation of educational aims.

BertaL: there are no extremes but ends in a continuum, many shades, many colors

GregoryK: so what is school 2.0?

DennisOl: Hear, hear, Berta!

GregoryK: is it related to this discourse?

ChristopDS: Hold tight Gregory...

GregoryK: okay

ChristopDS: If as an educator you believe children naturally cheat if given an opportunity, you will probably stop from investigating the environmental circumstances that encourage such behavior.

ChristopDS: When such a failure of effort occurs, an educator loses the chance to see whether individual competition, grading practices, irrelevant subject matter, and so on, make cheating more likely.

ChristopDS: It's fair to say "native ability" (or human nature) marks individual limits. How one student's ability compares with others is irrelevant to an educators work.

ChristopDS: What education should do is provide opportunities for each and every child to develop through activities that have personal and cultural meaning.

DennisOl: with others or with others'?

ChristopDS: Easier said than done in the ways schools are currently conceived and structured, no?

DennisOl: personal and cultural meaning for whom?

ChristopDS: Would you like to break for questions and comments?

DennisOl: No. Keep going.

BeeD: Schools nowadays are structured in a way that they do not expect interaction with stds or teachers

MaruD: true Bee

DennisOl: True!

ChristopDS: Alright, let me return to something I stated earlier.

BeeD: And in primitive societies...power belongs to the one who can give and cannot be repaid (Jean Baudrillard)

BertaL: Schools are not all, the home is very important too, even more ...

DennisOl: I agree, Berta. Home is also a school.

MauGst3: Totally agree with Berta

ChristopDS: Dewey insisted that selfhood and intelligence are not born within us, nor are they given to us by society. Rather, they develop in the interaction of the individual with other human beings.

RitaZ: promoting cultural interaction and awareness, yes...

DennisOl: Yes!

ChristopDS: This conception and my previous statements about human nature serves as my premise for conceiving School 2.0 (<http://elgg.net/csessums/weblog/150678.html>).

MauGst3: School is considered to be everything for a teenager and it shouldn't be...

ChristopDS: (You can also look here for more on School 2.0 (<http://www.thethinkingstick.com/?p=402>) and the beginnings of a manifesto: (<http://school20.wikispaces.com/School+2.0+Manifesto>))

ChristopDS: For me, the concept of School 2.0 is still emerging in my thinking. So what I am offering is merely a think-aloud.

ChristopDS: School 2.0 is more than a restraint mechanism.

ChristopDS: Of course, Before children can run they must learn how to crawl.

GregoryK: okay, thanks... future reads

ChristopDS: A certain amount of foundational learning involves the acquisition of rational knowledge: alphabets, mathematical procedures, the mechanics of writing, rhetoric, and composition. (Shall we talk about Aristotle for a while? Just kidding).

NinaTL tried to check out the link and was booted out of the room

GregoryK: ture

GregoryK: true

ChristopDS: The aim of a School 2.0 philosophy is not an "effort at retrenchment" or an effort to "protect one's own turf" as Stephen Downes has argued (http://halfanhour.blogspot.com/2007_02_01_archive.html).

NinaAL nods

ChristopDS: What Downes fails to accept in his comments is the cultural and political significance of school in our society. Schools and other formal education structures are not going to disappear anytime soon.

ChristopDS: Yet how we conceive of schools as a medium, i.e., what schools are and what goes on inside, is clearly open for debate, reflection, and reform.

DennisOl: No, and they're not apt to change any time soon, either.

ChristopDS: Should the notion of school automatically constitute such elements as classes, curricula, teachers, and lessons? Is this an assumption we must accept?

DennisOl: Not necessarily.

ChristopDS: This is the heart of what I see the School 2.0 movement to be about: questioning the current conception of schools and envisioning what schools should be like in the not so distant future.

ChristopDS: I do not want to give the impression that debate will simply solve the current crisis that envelops much of the educational landscape.

DennisOI: We need to rethink the whole essence of "schoolism."

NinaTL reaches out a sympathetic hand to fellow bootee Horacio

ChristopDS: There are political and policy issues, administrative and leadership issues, as well as teacher and teacher education issues that are inherently interlaced.

ChristopDS: The premise of School 2.0 for me is about examining and exposing the assumptions underlying our current conception of school and beginning to articulate changes that we see as necessary.

DennisOI: and social and cultural issues . . .

DennisOI: Hear, hear, Chris!

ChristopDS: Next Steps: Many brains are better than one.

ChristopDS: Rather than pretend to have all of the answers, I would like to take this time to open the floor to you all...

ChristopDS: What are your thoughts on how school reforms should be framed and enacted?

NinaTL: Does it have to do with committing to memory a body of predetermined knowledge as opposed to ... I am not sure what?

GregoryK: in the US, it's hard to address anything that is so entrenched in bureaucracy... the testing, the required amt. of instructional minutes, the core academic subjects... etc.

ChristopDS: Are schools, and schooling in general, broken?

ChristopDS: Am I making too many unsubstantiated assumptions about the state of schooling?

ChristopDS: What are the priorities? What steps need to be taken first?

ChristopDS: How might social networks benefit school reform movements?

GregoryK: Charter schools and private schools might be a way...?

NinaTL: Personally I am very frustrated with schools

NinaTL: because I have a special needs child

DennisOl: It boils down (in the U.S. anyway, but probably everywhere) to working for change WITHIN the system rather than working to OVERTHROW the system, I think.

KonradG: I think it should begin with a renewed approach to teacher professional development

NinaTL: She is stuck in a system that doesn't serve her well

BeeD: not only schools but many teaching institutions

DennisOl: Definitely, Bee.

PatriciaGl: agree, Dennis. it's the change within, small steps, each individual

ChristopDS: Konrad, can you elaborate?

KonradG: Sure ..

GregoryK: Christopher: what WOULD first steps be? given the amt. of regulations out there in place already?

BeeD smiles

DennisOl: Definitely, Patricia.

AnaGst5: quite right Konrad

KonradG: I think that there are too many teachers of us who think that we already know it all ...

PatriciaGl: agree with Konrad, it's teacher education that needs reform first - prepare new teachers to act and change from within

BeeD knows teacher professional dev is a subject close to K's heart

DennisOl: I think you're right, Konrad.

NinaTL: Maybe we could start by not assuming that everybody has to have the same competencies (analytical, mathematical) to succeed in life

BeeD knows she knows nothing

BeeD :-)

DennisOI: And Dennis knows the same thing.

DennisOI: But Dennis also knows that to be quiet is to remain stupid.

KonradG: we need to start looking at our own selves as filled with potential for growth

HoracioHI: And I agree with **BJB**

MaruD thinks the kids are the teachers now

NinaAL smiles at Bee and Dennis

PatriciaGI: also, speaking from a personal experience, teacher education is run by the 'old timers' who are imposing their own values and educational theories from 30 years ago when they were educated

ChristopDS: Gregory, Like several in this room, I'm a firm believer that we need to start with teachers.

GregoryK: I think we are going to have to have an alternate school system that proves itw worth, then schools for teacher development that can train more teachers in those ways... then a paradigm shift

NinaTL: I think adults have lots to teach children

NinaTL: children aren't better than we are

NinaTL: just different

NinaTL: we can also learn from them

NinaTL: or with them

DennisOI: Adults have lots to teach children and children have lots to teach adults.

BeeD: they have more ideas..that's for sure

DennisOI: Definitely, Nina.

NinaAL: Children are better than we are!

KonradG: yes bee they have lots of ideas and are open as opposed to many adults and teachers

DennisOl: In many ways, yes, Nina AL!

BeeD: teachers manage to kill their curiosity and their creativity

NinaTL: What about school administrators?

DennisOl: Definitely, Bee!

KonradG: I think what I'm really interested in is how to maintain and encourage that same openness in teachers

NinaTL: Teachers' hands are tied if administrators are not also on board for change

BeeD: no Nina..they are not tied

GaryML: sometimes teachers don't have a choice, their job is on the line if students don't learn certain lessons

NinaTL: Where I am (Maryland) they have to teach to the test

DennisOl: Now why couldn't I understand all of this when I started teaching???

ChristopDS: Where do administrators and teachers learn their behaviors?

DennisOl: Definitely, Gary!

BeeD: we do have a choice

NinaTL: The NCLB law punishes schools which do not teach to the test

DennisOl: Always a choice.

NinaAL: we are never tied in Ukraine/

GaryML: tell that to the math teachers at my school

BeeD: it is the way you teach

DennisOl: Yes!

BeeD: that gives you the choice to opt

ChristopDS: Where might teacher unions fit in?

DennisOl: 3Yes!

BeeD: in or out

KonradG: yes, Bee, exactly!

AnaGst5: IMHO I believe that teacher associations (not unions) can help teachers become more open minded and more willing to undertake change

KonradG: I really believe that it all starts with individuals ...

DennisOl: "more open minded and more willing to undertake change": Yes!

RitaZ: but many teachers lack the intrinsic motivation to learn and be open-minded enough, sticking to traditional behaviour is so much easier

DennisOl: Everything starts with individuals.

KonradG: you can't make a difference at the board or union level

BertaL: I agree with what Denis said before, change from "within" as a first start

NinaAL: definitely, Dennis!

AnaGst5: I agree, everything starts with individuals

KonradG: we need to start with individual teachers - that's professional development 2.0

NinaTL: Yes, change takes courage and commitment

MaruD: We must start with ourselves

PatriciaGl: you need to be persuasive if you want to get others onboard

DennisOl: Definitely!

DennisOl: Just being "a true believer" isn't enough.

KonradG: This change, this idea of school 2.0 needs to be bottom-up

NinaAL agrees with Pat

DennisOl: Definitely, Konrad.

NinaTL: I came late, but do we have a definition of school 2.0?

AnaGst5: Chris, can you name a few steps towards school 2.0 that you have observed in your own context?

DennisOl: We're working toward one, I think.

ChristopDS: What if we could get a strong political candidate to support the concept of School 2.0?

BeeD: if you feel you have no power to change, this is what you will transmit to the people around you

BeeD: and conform

KonradG: in fact, I think this prof dev 2.0 starts when we as individuals start sharing our thoughts and experiences through blogs, wikis etc.

DennisOl: Chris: Probably nothing . . . immediately.

RitaZ: we all here see how difficult it is for all of us in our places to get colleagues to adopt new tools like this one!

DennisOl: Yes, Rita, for sure!

NinaTL: Christopher, what is the concept that you would like this political candidate to espouse?

NinaAL: Yes, Rita

ChristopDS: Nina, I'm working with others on building a platform (see School 2.0 manifesto link above)

DennisOl: <http://school20.wikispaces.com/School+2.0+Manifesto>

BeeD: I cannot make it open - I'm on a Mac...any suggestions?

BeeD: Why do we need a Manifesto, Chris?

NinaAL: I can't open it also, Bee

PatriciaGl: great ideas and thoughts, but I think this topic needs more discussion on a regular basis for anything to change, there is no simple solution. also each context is different.

DennisOl: Can you open it in a new browser window, Bee? (That's what I did, and I'm also on a Mac.)

GregoryK: Basically, it sounds like, one possibility of a change coming about in a new way, to achieve schools 2.0, is to remember the success of youtube's lonelygirl13, and that we can use the new media... of web 2.0, to effect change in ways that would have required big money and hob-nobbing with the rich and famous previously.

ChristopDS: To be honest, I'm not keen on the manifesto concept. It was picked up by other interested parties

BeeD: and who are the other interested parties?

NinaTL: Lonelygirl13, if I recall correctly, was a fraud

ChristopDS: and well funded

BeeD: who..the parties or lonely girl?

GregoryK: But lonelygirl13 showed that you could get your average joe, and your upper crusters, all to follow something just for interest sake, and availability

ChristopDS: lonely girl, sorry

ChristopDS: it had a great storyline

ChristopDS: School 2.0 needs a storyline, no?

GregoryK lol

NinaTL: Somehow I doubt that a school storyline will be as appealing to so many people as lonelygirl's was

GregoryK: exactly... a storyline

GregoryK: and visibility

NinaTL: Sorry maybe I am too cynical!

ChristopDS: On the TV show Seinfeld nothing happens and it was quite popular

GregoryK: and fun

BjB: Our time is almost up. A reminder that the next BlogStreams Salon is April 1 which is Palm Sunday...

GregoryK: I'm just wondering if there's a new way to effect change, since there are so many new things out there with technology

NinaTL: Thanks, Bee

ChristopDS: I will be posting the text of my comments and reflections from this conversation to my weblog soon: <http://elgg.net/csessums/weblog>.

NinaTL: for keeping this going

BeeD: I think this is very localized Chris...is School 2.0 a need for other countries or is it restricted to the US?

ChristopDS: Never restricted, just different perhaps.

KonradG: looking forward to your reflections, Chris

MaruD: I think it is a need everywhere

NinaAL: I think so also.

BeeD: sometimes I wonder

PerlaGst2: I have to go I'll read the reflection on your Blog Chris). It was a pleasure to hear all of you. Bye.

AlessanGst7: Exactly what I was wondering, Bee

MaruD: Kids are different know, they need different teachers, they need ones focused on learning

GregoryK: I appreciate hearing such a unified vision for change, coming from so many locations. It gives me hope that the little things I do with my students can be united for a larger effect via others with the same hopes

PatriciaGl: kids are the same, the world is different

GregoryK: Bye all, it has been energizing

BeeD: the basic skills do not change, do they?

DennisOl: Yes, definitely energizing!

NinaAL: Bye everyone. It was a pleasure to listen to you today.

BeeD: Thanks for coming

GaryML: thanks, Chris

KonradG: well said, Gregory

PatriciaGI: no, I don't think they change, Bee

GaryML: bye everyone

DennisOI: Yes, thanks, Chris.

PatriciaGI: but there is more to learn than before because the world function in a different way

RitaZ: ok, thank you, Bee and Chris for such a good insight

DennisOI: I don't think basic skills change, but I do think NEW basic skills are added.

HoracioHI: OK boys and girls, I'm glad to have seen you all. See you later

AnaGst5: thanks everyone in aju!

RitaZ left the room.

DennisOI: Yes, thank you very much, Bee and Chris.

PatriciaGI: many new skills are needed in addition to the basic ones

BeeD: I think that old skills are reframed

BertaL: Many ideas ... many questions ... I'm quite confused and don't see where this is going and if applicable "everywhere"

DennisOI: Yes, you're probably right, Bee.

AlessanGst7: Ok Thank you all it was a pleasure.

BeeD: Berta...like always...lots of ideas

PatriciaGI: I think the most applicability of this is at the primary level

BjB: Thanks, Bee and Chris

BeeD: See you all

ChristopDS: Berta, if you're confused you're on the right track!

PatriciaGI: because the primary level really shapes what kids will grow up to be

BeeD: a little bit more

BeeD: for the pleasure of the discussion