

Get a life - Second Life!

Joan Greene - Alabama State Dept

Don Marchant

(Mark came in about half way through)

visited Alamo, heart murmur site

War victims from Iraq

Genome island can fly inside cell and click on parts

Wonderful use of 3d imagery

Q who checks for accuracy? Should look in before kids

Art museum of Chicago includes audio narration of works of art...

Virtual Harlem - develop Harlem circa 1920

Ex cotton club recreation

(wouldn't it be great for someone to create Hawaii pre-contact?)

sites to support:

Sleducation.wikispaces.com

Treet.tv

Atom.cc. Login training123. Pw training

Jmarchnt@alsde.edu. Fleetdude dagger

teachers learning in networked communities

online induction and teacher support

Mon 2-3 pm

their model - starting in preservice - went over goals - things like getting new teacher retention, model behaviors, etc

used TappedIn for their needs

they did an exhaustive search - allowed customized rooms, groups (pub/priv) - variety of ways to communicate

campus metaphor

wide use and centralized support

used a FIPSE grant to do this

looking at ways to utilize pearson to build a new platform
looking to move off tappedin

some nice tools here we don't have in ning - whiteboard, file repository, better differentiation between public and private groups,

discussion, - tools like bb, webct don't allow use over longer than period sem, not right fit

memphis - works because it is a prof seminar - so there is a 'carrot' - not really willing goals - connect **before** they hit the isolation
"some is PD, some is commiseration" - the social part matters

his experience - pros and cons of tapped

pros:

eliminates most time and space obstacles

collab after grad

sync and async

provides chat sync transcript

established user base

non-profit grant supported

cons

many users not tech savvy

not very web 2.0

marks thought here on platform...tapped in vs more web 2.0 enabled (ning, wikispaces, etc)

continuation:

students can use TI after grad

use online skills within teaching

schools encouraged and enable to use TI with new teachers

challenges

initial and sustained participation

faculty adoption and use

training for all participants

funding (sustainability) going forward

steve kerr - uw

looking at eliminate as way to connect

bottom line - still looking for the right solution - hope to get slides

lessons learned

need to feel connected

tech must support pedagogy
busy teachers need structure
tools to get things done

problem - what tools can use to support

“building the habit of being part of a community is important”

they are becoming more open to changing the platform, since they have got their feet wet

“is it an add-on, or is it what we do?”

memphis - if it isn't required teachers won't make it a priority.

“it's gotta be about what people need”

questions: why switching - what isn't tapped in providing
still haven't heard a lot about protocols about involvement - site based or overall guidelines?

haven't had as much success getting regular teachers involved - ways to get there?
newer teacher have web 2.0 threshold expectation - any comment from them?

one strategy - choose some teacher leaders that can help lead efforts on site

social academic network?

Session - disruptive technologies Scott McLeod

sessions on innovators dilemma & disrupting class

his session description at <http://tinyurl.com/low6fk>

first step walk through cycles of tech adoption (lp/tape/cd, ex)

1. good orgs will disappear if they don't understand this disruptive model

don't bother trying to retrofit innovations into old system (offering online classes within regular school day? mark's thought?)

2. it is very difficult for existing orgs to become the new market dominators

3. it is easier to create a new organization or buy one than it is evolve your current one
(mark needs to write about our swas as our rationale)

4. it is difficult to analyze the unknowable (hard to recognize, resource plan?)

looking at Michael Horn's slides from Dec 08 - a couple of things from there:

his central insights

Conflicting mandates in the way we teach vs. the way we learn

Computers have failed to make a difference because we have crammed them into conventional classrooms

They must initially be deployed against non-consumption

Individualized, computer-based instruction requires a disruptive distribution model

Separation is critical. Chartered schools should be seen as heavyweight teams, not disruptive competitors

We have imposed disruption on our schools three times in recent history by moving the goalposts – the metrics of improvement.

Education research has not shown the way forward

5. first mover advantage matters if you want to survive - market share/power of rep win quickly...

so what do schools do?

1. k-12 is facing disruption - it is **personalized learning**
2. recognize the existing ed model is not a given (seriously!)
3. most schools are going to be caught unaware of this

christensen says 2019 for 50% of hs classes online

his question to the audience - what should schools do?

mark's reflection here matters - both MPI's plan for a swas and the basic tenet of the SOTF for HAIS are trying to address this. The key idea is not online classes - it is WHY would I pay to send my child to a independent school if they can get courses online - WHAT is the value added that we bring (arts, mentoring, social connections, things that brick and mortar can provide) - we need to be more than just baby sitters.

solutions

don't wait until it is 'good enough' - start your skunkworks (Tony Wagner's phrase) today!

find the niche and start with them

use different metrics of success - it is hard to measure 21st cent success with "bubble in paradigm"

compete directly with main organization! allow it to proceed unfettered

as traditional organizations fail - there will be more pressure to find new ways to help kids succeed