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Transforming an Educational Technology On-Line Course for 21st Century Learners
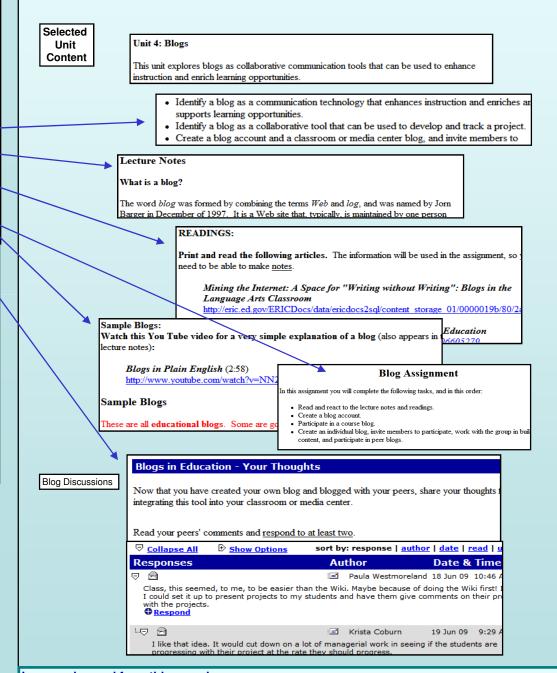
The redesign of an instructional technology course for pre-service and graduate education students to include new Web 2.0 Technology that meets the needs of our students today.

Introduction:
Most pre-service teachers and school media specialists only receive one course in the use of instructional technology. The changing nature of available technologies in school today, and "savvy technology student users" showed a need to change from teaching general Microsoft Office applications to Web 2.0 content that integrate newer technological tools that meet the needs of our 21st Century learners.

Objective:
This poster session will provide course design information for an updated educational technology course that includes wikis, blogs, digital storytelling, and other Web 2.0 topics. This course was well-received by our students and provided unique opportunities for project collaboration.

EDM 510 Microcomp
Professor: Savan Wilson

| Course | Author |

- Course Home
- Digital Story
- Safety, Legal
- Wikis
- ▼ Blogs
  - Objectives
  - Lecture Notes
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  - Blog Assignment
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- Podcasting
- AVL
- ALEX
- RWT&T (ReadWr
- Graphic Organ
- Misc Tech (AC
- Microsoft Off
- Social Networ
- PDP (Professi

Selected Unit Content

Unit 4: Blogs

This unit explores blogs as collaborative communication tools that can be used to enhance instruction and enrich learning opportunities.

- Identify a blog as a communication technology that enhances instruction and enriches an supports learning opportunities.
- Identify a blog as a collaborative tool that can be used to develop and track a project.
- Create a blog account and a classroom or media center blog, and invite members to

Lecture Notes

What is a blog?

The word *blog* was formed by combining the terms *Web* and *log*, and was named by Jorn Barger in December of 1997. It is a Web site that, typically, is maintained by one person

READINGS:

Print and read the following articles. The information will be used in the assignment, so need to be able to make notes.

Mining the Internet: A Space for "Writing without Writing": Blogs in the Language Arts Classroom
http://eric.ed.gov/ERICDocs/data/ericdocs2sql/content_storage_01/0000019b/80/2

Education
06605270

Sample Blogs:
Watch this You Tube video for a very simple explanation of a blog (also appears in lecture notes):

Blogs in Plain English (2:58)
http://www.youtube.com/watch?v=NN2

Sample Blogs

These are all **educational blogs**. Some are go

Blog Assignment

In this assignment you will complete the following tasks, and in this order:

- Read and react to the lecture notes and readings.
- Create a blog account.
- Participate in a course blog.
- Create an individual blog, invite members to participate, work with the group in buil content, and participate in peer blogs.

Blog Discussions

Blogs in Education - Your Thoughts

Now that you have created your own blog and blogged with your peers, share your thoughts integrating this tool into your classroom or media center.

Read your peers' comments and respond to at least two.

Collapse All | Show Options | sort by: response | author | date | read | u

| Responses | Author | Date & Time |

Paula Westmoreland 18 Jun 09 10:46 A

Class, this seemed, to me, to be easier than the Wiki. Maybe because of doing the Wiki first! I could set it up to present projects to my students and have them give comments on their pr with the projects.
⊕ Respond

Krista Coburn 19 Jun 09 9:29 A

I like that idea. It would cut down on a lot of managerial work in seeing if the students are progressing with their project at the rate they should progress.

"It's interesting to note the variety of applications for the technology we've been studying... while the primary intention is to foster learning in the classroom and develop students' skills, they also encourage educators to come up with innovative ways to teach. The use of graphic organizers to break down and organize math concepts is an excellent example of creative technology integration."

Robert Butchka, Graduate Student, October 27, 2008

Lessons learned from this experience:
• Pre-service teachers are eager to learn new technology skills, especially when taught in depth.
• Teacher identified connections were made between course content and personal teaching practice.
• The use of collaborative inquiry groups was a positive practice for our students.
• Changing from a "skills level" course to a Web 2.0 technology course was well worth the course design time.
• Due to the changing nature of technology and the need to constantly update online course content, preparation, assessments, and grading take a significant amount of time each semester.