



# Professional Development Record / Rubric

## Questions / Rubric Elements

1. Your name: Janetta Garton
2. Name of session: More Than Cool Tools
3. Conference strand: New Tools

Summary: Brian Lamb, Alan Levine, and D'Arcy Norman use verbs to describe Web 2.0.

- **Embedding:** new criteria we look for in online tools, want to be able to publish creations on our own blogs, wikis, or websites, not force our readers to visit another site to view our content.
- **Socialize:** share with your network, share your content with others, connect with others with similar interests, use tags
- **Collaborate:** work on one document at same time, as opposed to having multiple copies of the same document to synchronize.
- **Share & Remix:** *Learning Objects* are resources; *Open Content* is on the web, with an open license to allow remixing, sharing, and mashing, with URL; Tools for finding open content include: Google advanced search with license option set; Flickr advanced search; OER Educational Resources; *Data Literacy* combines content from multiple sources (api/mashups). RSS can be used as a mashup tool. For example, a Pageflake with several feeds on a topic. Craig's list of available housing paired with Google Maps by [www.housingmaps.com](http://www.housingmaps.com) which is not affiliated with either source is a mashup. We can put together professional web content without programming skills.
- **Filter:** individually easily publish content on line effectively, able to find resources for any field; so much to make sense of and categorize
  - **Editorial gatekeeper:** directory system, gatekeeper controls flow of news, articles must be approved before appearing (Slashdot)
  - **Network concentrator:** somebody acts as a bridge between several communities (Stephen Downes: philosophy, education, economics)
  - **Social rating systems:** Example is Digg; submit bookmarks to system and others rate it, more popular the rating more prominent on Digg.
- **Liberate:** freedom to do what you need and want; not restricted by a company's software; free resources online; portability of content; export and import features for moving data to another application; individual in control; freedom of cost, software is adaptable, (moodle wordpress) tools come and go
- **Disrupt:**
  - Bad: garbage online, need to make sense of what is there, deal w/ spam, what can we trust,

- Good: it is worthwhile, everyone's voice is valued, grass roots solutions effect real change, constant work in progress in beta; revise, review, refine, constantly living in a construction zone

The question I'm pondering is how else can I model strategies for learning new tools independently? How can I facilitate self-directed learning with our teachers?

4. URLs of session and further resources:
  - a. <http://k12onlineconference.org/?p=149>
  - b. <http://cogdogblog.com>
  - c. <http://weblogs.elearning.ubc.ca/brian/>
  - d. <http://www.darcynorman.net>
  - e. <http://morethancooltools.wikispaces.com/>
5. What did you gain from the session in terms of your personal professional development?

After watching the video More Than Cool Tools, I've reflected on the Web 2.0 tools I've chosen to endorse in our district. In 2004 blogs, wikis, and RSS were available. In the Spring of 2007 blogs, wikis, and RSS were just taking off in my district. Partly because I'm not an early adopter when it comes to the tools I choose for the professional learning opportunities that I offer our staff. I see it as an investment when I create professional learning objects. I want to be sure it is truly beneficial in the classroom and not just a novelty. I don't want to waste the teacher's time, or "firehose" them with the ever increasing tools out there. I go to my learning network to see what tools others are using, and how they have successfully applied the tools to the classroom. Many of the verbs mentioned in this presentation are things I consider when selecting tools. As mentioned in the presentation, Web 2.0 tools come and go overnight, so I try to choose tools that have stood the test of time, which in the Internet world is not long, and still just a shot in the dark. I'm familiar with many of tools mentioned. Some of the tools I'm supporting in our District include Edublogs, Wikispaces, Bloglines, Flickr, Moodle, United Streaming, ePALs, Google Docs, Skype, Voice Thread, Picnik, Podomatic, Audacity, Feedburner, Delicious, SlideShare, BubbleShare, iTunes, and Creative Commons. I share all my learning objects online licensed with Creative Commons, including Moodle professional development courses for our teachers, screencast tutorials, handouts, and online resources.

6. How will you apply the learning to your professional situation?

Living in a constant construction zone is a phrase that I connected with from the session. The tools are constantly changing to meet the needs of users and include new features, which is good. This has caused me to reflect on the way I instruct and model the use of technology for teachers. When preparing, I visualize classroom application and the management issues that need to be addressed. I spend a lot of time creating how-to guides with specific, numbered steps. But these learning objects can become outdated in just days. I need to model how I learn new tools. Opportunities arise during workshops in

which teachers ask how to do something I haven't tried yet, and I model then how to find the answer. Teachers need to be able to deal with the constant state of change of Web 2.0 tools. As David Warlick said in his presentation, one of the most important tasks we can complete as educators is to show our students to be learners. I need to model more for the teachers the strategies I use when learning a new tool. Up to this point the purpose of my blog has been informational. I'm thinking I need to model self-directed learning by reflecting on my own learning in my blog.

7. What other resources, including reading material, are relevant to this?

- <http://del.icio.us/popular/web2.0>
- <http://del.icio.us/jgarton/web2.0>