# Lecture Notes for October 6:

## Personal Learning Networks:

Article Title:

Warlick, D. (2009). Growing your personal learning network. Learning & Leading with Technology. Retrieved from <http://istelearning.org/web20/grow-your-personal-learning-network/>/

### Introductory Points:

1. PLNs are not new, We have long relied on our families, friends, colleagues, and acquaintances to supplement our knowledge about the world. Our professional learning also comes from reference books, the textbooks we carried home from college, the television and radio stations we tune in to, and the professional and personal-interest periodicals to which we subscribe.
2. Information and communication technologies (ICT), including an ever-growing repertoire of:
   1. open source applications, have freed content from the printed page, giving voice to the ideas of people we have never had access to before and enabling us to reshape our information experiences to suit our learning needs.
   2. Harnessing these new technologies to create and grow our own PLNs is imperative for educators who want to stay connected to the changing world we are charged with introducing to our students.
3. PLN tool examples:
   1. Skpye
   2. Google Reader
   3. Second Life
   4. Mailing Lists
   5. Diigo
   6. Ning
   7. Delicious
   8. Google Talk
   9. Wikis
   10. Blogs
4. Technology has inspired a shift from a hunting-and gathering information economy to the domestication of the information landscape.
5. Personally maintained synchronous connections:
   1. The traditional network that includes the people and places you consult to answer questions, solve problems, and accomplish goals.
   2. Today, however, you can enhance this PLN with new tools such as:
      1. chat,
      2. instant and text messaging,
      3. teleconferencing (using iChat, Skype, uStream),
      4. Twitter, and
      5. virtual worlds such as Second Life.
   3. It’s like attending a meeting at work, only better, because the traditional barriers of geography, background, language, and culture become transparent.
6. Personally and socially maintained semi-synchronous connections.
   1. It is our texting, our Facebook profiles, it’s Twitter and Syndicaster.
   2. It is children with a string of chat windows open on screen as they do their homework, adding the occasional comment to the chat.”
   3. Semi-synchronous refers to the idea that collaboration doesn’t have to happen in real time.
   4. The tools you can use to build and grow this type of network include:
      1. mailing lists,
      2. wikis,
      3. Google Docs,
      4. Twitter,
      5. group discussion boards and comment walls in Facebook, and
      6. commenting on blogs, among others.
7. Dynamically maintained asynchronous connections:
   1. RSS aggregator.
8. Aggregators such as Google Reader, Netvibes, and Pageflakes are now at the core of many educators’ PLNs because theybring us information that helps us do our jobs.
9. YouTube or TeacherTube, Google News searches, or podcasts, you are training all this information to organize and deliver itself to you
10. Some of the most useful PLN tools are social bookmarking services such as Delicious.
11. As people add new Web sites to their online bookmarks and categorize or tag them, that information becomes available to the entire community.

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1. Learners become amplifers as they engage in re&ective and knowledgebuilding activities, connect and reconnect what they learn, add value to existing knowledge and ideas, and then re-issue them back into the network to be captured by others through their PLNs. Working your PLN involves a great deal of responsibility because you are almost certainly part of someone else’s network.
2. Preparing children for an unpredictable future means helping them learn to teach themselves. #at is why lifelong learning is such a crucial part of the education conversation and why modeling a learning lifestyle is one of the best things that teachers can do today.

## Integrating Technology:

Article Title:

O’Connor-Petruso, S. A., & Rosenfeld, B. (2009). Effective strategies for integrating technology and the tools  
of Web 2.0 in the curriculum when limited by budget, infrastructure, and shelf life. The Journal for ComputingTeachers. Retrieved from <http://istelearning.org/web20/effective-strategies-for-integrating-technology-and-the-tools-of-web-2-0-in-the-curriculum-when-limited-by-budget-infrastructure-and-shelf-life/>

1. Recommendations:
   1. Course management software
   2. Webpages
   3. Recording tools:
      1. Voicethread.com
      2. Audacity podcasting software
   4. Podcasting (for audio information, lectures, etc…)
   5. Blogging and discussion boards/postings/responses
   6. Wikis
   7. Virtual field trips (Google Earth
   8. Filmmaking (iMovie; MovieMaker, etc…)
   9. YouTube, TeacherTube, etc…
   10. Cellphones
2. Teachers need to practice with new tools to become comfortable and confident users before they introduce these tools to their own students. Using Web 2.0 and other freely accessible technology tools can help to broaden the technology abilities of all teachers who can then be better prepared to help their own students in the learning process. In an economically downward market, in which the American dollar continually loses leverage worldwide, it is critical that professors expose teachers and teacher candidates to the new and emerging free tools of Web 2.0 as the global economy necessitates these skills. Similarly, the majority of our students cannot afford to purchase new technologies and school districts overall may have outdated software and infrastructures.

## Mind Mapping/Concept Mapping

Article Title:

Pfaffman, J. (2007). It’s time to consider open source software. *TechTrends, 51*(3), 38-43. Retrieved from <http://sharepoint.niles-hs.k12.il.us/pdc/Shared%20Documents/FOSS/Its%20Time%20to%20Consider.pdf>

1. Synopsis
   1. Preparatory: prepare for learning through visualization to activate prior knowledge or prepare students
   2. Collaborative: can be shared to demonstrate knowledge, understanding, and help with revisions
   3. Meaning-Making: requires the digestion of and demonstration of knowledge for meaning, higher =-order thinking skills
   4. Active learning: students must actively create mind maps about content being learned
   5. Reflection: creates meaningful reflections concerning the content
   6. Visual: assists with all intelligences to learn to display knowledge visually
   7. Flexible: web-based tools are flexible and can be done on the timetable of the learner before its due; i.e. at night, morning, etc.
   8. Can include media: hyperlinks, video clips, podcasts, etc…
   9. Display knowledge acquisition
   10. Create visual connections about topics
   11. Can be in timeline, mind map, concept, etc…form varies