Pestalozzi

Media Literacy (ML)

What are Web 2.0 opportunities for teaching?

by

Author: Djordje Marjanovic – Bosnia and Herzegovina
Editor: Pascale Mompoint-Gaillard

COUNCIL OF EUROPE   CONSEIL DE L'EUROPE

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Theme: **Introduction to Media literacy**

Expected outcome

➔ to learn about the use of new media and online production activities and their link to human rights ;
➔ to be able to understand the new media environment, recognize the educational benefits of social networking, engage in social networking, engage students in a learning process of social networking;
➔ to foster a critical perspective on certain aspects of social networking;
➔ to empathize with young people, accept the risks/challenges, be flexible, be open minded,
➔ to reflect and challenge traditional teachers' roles in the classroom with regard to the implications of Web 2.0 and Human rights.

Target group

Type of training	School level	Subject area
Initial and in-service training	Primary, secondary and Higher education teacher trainers	Language, all subjects

Brief description of the unit

This training unit addresses the use of new media, i.e. Web 2.0 and online production activities, such as blogging and social networking, and their link to human rights. It's targeted to teachers who are not yet familiar with Web 2.0. Through group research and guided activities participants will produce reports on young people's practices of Web 2.0., link these with Human rights issues and reflect on possible uses in their teaching activities.

Methods/techniques used
Presentation, research, collaborative group work, guided reflection

Time   120 minutes

Activity 1: introduction	▶ 20 minutes
Activity 2: use of WEB 2.0 in teaching activities, HR issues	▶ 40 minutes
Activity 3: group feedback	▶ 60 minutes
Activity 4:debreifing	▶ 60 minutes

Tips for trainers (or teachers):

➢ See tips in activities

Resources

Description of Web 2.0	Appendix 1
List of websites and guiding questions	Appendix 2
Flipchart template	Appendix 3
Debriefing questions	Appendix 4

Activity 1 What is Web 2.0?

20 minutes

	Notes

▶ **General aim:**
  ➢ To get familiar with the uses of new media and online production activities.
 	
▶ **Specific aims:**
  ➢ To learn about the uses of new media and online production activities, such as blogging and social networking	

▶ **Methods/techniques used:** ➢ Presentation	
▶ **Resources:** ➢ Appendix 1	
▶ **Practical arrangements:** ➢ If computers are available, allocate one to each small group or pair, depending on the number of participants. If computers are not available, set the research to be performed in advance at home or during free time at work.	

▶ **Instructions/procedure:**
  ➢ Present the aims and objectives of the training session and the activities of the workshop.
  ➢ Briefly explain the concept of Web 2.0 (see appendix1), paying more attention to different tools and applications if necessary, for example:
 	
  - Social networking (Facebook/My Space)   - Search engines (Google/Yahoo!)
  - Media sharing (YouTube)   - Blogging
  - Trading websites (eBay)   - Syndication/RSS feeds (including podcasts)
  - Wikis (Wikipedia)   - Dating platforms,
  - Etc...	

	Notes
▶ **Tips to trainers (or teachers)/anticipated difficulties:** ➢ It is easier for the whole group to follow the presentation on one screen. Groups will have the opportunity to browse on their own in the following activities.	
▶ **Debriefing/reflecting:** ➢ Reserve some time for participants to asks questions for clarifications. Some question can be recoded and given to the groups to answer in the next activity.	

Activity 2 What are the implications of Web 2.0 practices for teaching?

40 minutes

	Notes

▶ **General aim:**
   ➢ To learn about the uses of new media and online production activities, such as blogging and social networking
 	
▶ **Specific aims:**
   ➢ To link young people's practices of new media to human rights issues.
   ➢ To reflect on teaching activities using Web 2.0. environments	

▶ **Methods/techniques used:** ➢ Research, collaborative group work	
▶ **Resources:** ➢ Appendix 2	

▶ **Practical arrangements:** ➢ If computers are available, allocate one to each small group or pair, depending on the number of participants. If computers are not available, set the research to be performed in advance at home or during free time at work.	

▶ **Instructions/procedure:**
 	
  ➢ Divide the participants into groups of 3 or pairs. Each group will be in charge of one specific website and networking tools online:
    - Social networking (Facebook/My Space)
    - Media sharing (YouTube)
    - Trading websites (eBay)
    - Wikis (Wikipedia)
    - Search engines (Google/Yahoo!)
    - Blogging
    - Syndication/RSS feeds (including podcasts)
    - Dating platforms,
    - Etc.
  ➢ Give groups the handouts with the websites, and the list of guiding questions (appendix 2). Each group answers the same questions for their assigned social networking site(s).
  ➢ Groups (or pairs) will prepare to describe practices and explain the benefits of new media for their everyday teaching they will also try to stress some human rights issues if applicable. Participants should focus their research on the use of new media in teaching. They browse the Internet to research and collect information about the topics listed in the handout.	

▶ **Tips to trainers (or teachers)/anticipated difficulties::** ➢ Emphasise for the participants that they do not need to spend more than about 20-30 minutes collecting information. They should reserve enough time to prepare their presentations of results of their research. This presentation can be done through PowerPoint presentation if possible.	
▶ **Debriefing/reflecting:** ➢ How did the group function? Was the participation satisfactory? How did you deal with different level of comfort in using the internet tools?	

Activity 3   How can the use of Web 2.0 enrich our teaching?

🕐 60 minutes

	Notes
▶ **General aim:** ➢ To develop a positive attitude toward Web 2.0 and its use by young people. ▶ **Specific aims:** ➢ To promote the use of web 2.0 in teaching/training activities. ➢ To raise awareness of human rights and link it with a Web 2.0 learning activity.	
▶ **Methods/techniques used:** ➢ Whole group presentations, consensus building	
▶ **Resources:** ➢ Appendix 3 ➢ Flip charts, markers of different colours	
▶ **Practical arrangements:** Set up the room so that the sum up of findings is visible to the whole group.	
▶ **Instructions/procedure::** ➢ Groups will report on their findings using the presentations they have prepared (PowerPoint or other type). Participants may ask for clarifications but the discussion is left for later. ➢ While groups are presenting, the facilitator writes the main points on the flipcharts, using the template provided here (appendix 3).	
▶ **Tips to trainers (or teachers)/anticipated difficulties:** ➢ The facilitator role is to sum up and organise the information brought by the groups. This should be presented in a visual way.	

	Notes
➢ The flipchart template provides in the appendix gives an example of how this can be done. If available a whiteboard, or a big wall can be used to present and organise the results. ➢ Use colours to improve the visual sum up. ➢ Be attentive to focus on positive issues as well as negative ones. The goal is to promote the use of Web 2.0 in teaching; too much emphasis on safety and restrictions would impair this aim.	
▶ **Debriefing/reflecting:** ➢ What are the similarities/differences in your findings/ ➢ Are their some Web 2.0 environments that seem more useful to you as teachers than others?	

Activity 4   Widening our perspective as educators

60 minutes

	Notes
▶ **General aim:** ➢ To promote a positive attitude towards the opportunity that such internet resources present for educators. ▶ **Specific aims:** ➢ To reflect on implication of Web 2.0 practices and there use in teaching activities. ➢ To diffuse teachers' guardedness concerning the use of internet in the classroom. ➢ To demonstrate the necessity to move from traditional teaching to learning activities allow for the integration of young people's experiences in internet environments.	
▶ **Methods/techniques used:** ➢ Small group discussion, whole group feedback, consensus building	

▶ **Resources:**
  ➢ Appendix 4

▶ **Practical arrangements:**
  Arrange the room so that small group work can be blended with regular whole group feedback

▶ **Instructions/procedure::**
  ➢ Re-arrange groups of 3 or 4, in a manner that each group is composed of members who have worked on different websites.

  ➢ The facilitator leads a discussion using 1) the main points on the flipchart 2) the following follow-up questions. For each questions, groups are given 5 minutes to discuss. And 5 minutes to share with the whole group.
    - *What are you hoping students will get out of the Internet-based activities?*
    - *Why would you want to do certain activities on the Internet rather than through other media?*
    - *Considering the links you made with issues of Human rights, how would you foresee making use of Web 2.0? How would these activities promote human rights?*
    - *What concrete activities would be best suited for these aims? As part of a lesson, several lessons, school based projects?*
  ➢ More debriefing questions and 'discussion routes' are available here (appendix 4).

▶ **Tips to trainers (or teachers)/anticipated difficulties:**
  ➢ The goal here is to stay within the context of teaching for the implementation of concrete activities.
  ➢ Make sure to avoid repetition in the whole group feedback. Ask participant to contribute only new ideas and not repeat what has been said by previous groups.

▶ **Debriefing/reflecting:** ➢ Ask participants to create a symbol or more elaborate drawing that represents their state of mind (attitude) toward internet-based learning activities. Tell them to post their drawing on the wall. ➢ Review with the whole group and draw final conclusions. ➢ Introduce the follow up activity if needed.	
▶ **Follow up activity:** ➢ The participants can prepare lesson plans and send them to the facilitator for review. ➢ This can be done using a Web 2.0 such as a blog or a free social networking site.	

References

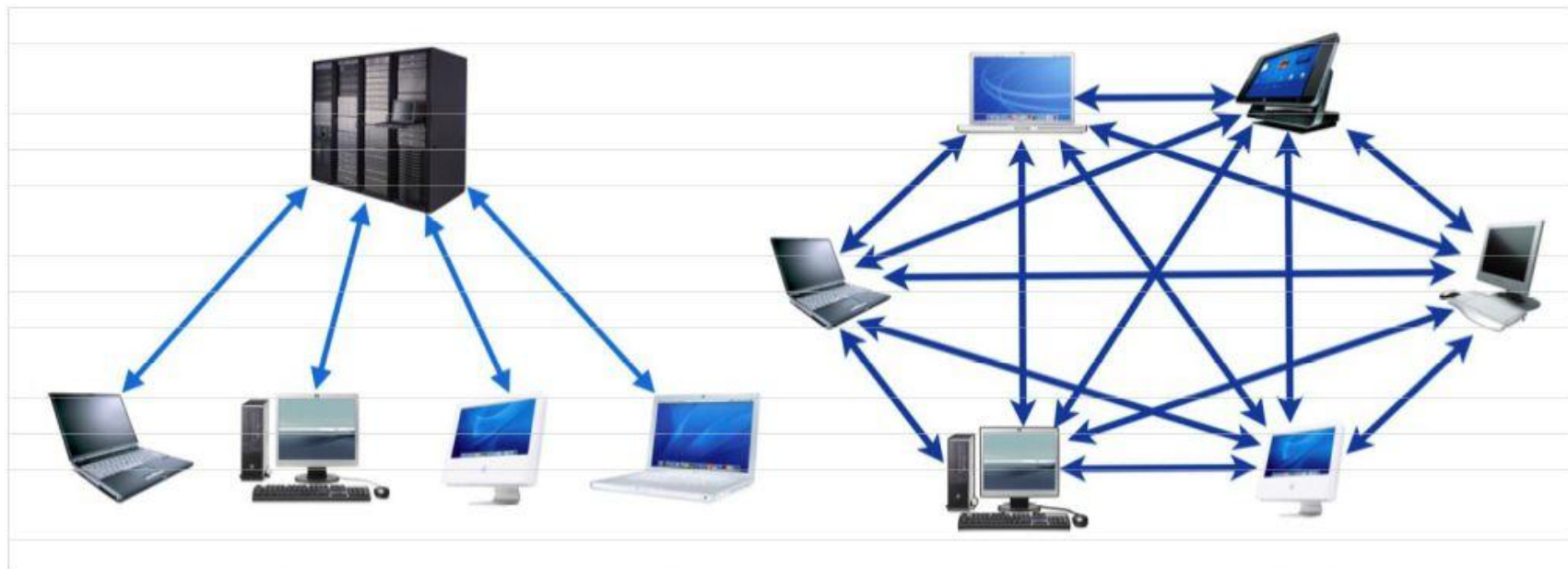➢ *Oct. 2009: Tim O'Reilly and John Battelle answer the question of "What's next for Web 2.0?" in* <u>Web Squared: Web 2.0 Five Years On</u>. Available at: http://oreilly.com/web2/archive/what-is-web-20.html

Optional pre-reading:

➢ European Commision – Information society and Media Mediappro (2006), *The appropriation of new media by Youth.* Available at: http://www.mediappro.org/publications/finalreport.pdf

Appendix 1:

Activity 1

Cambridge Centar Banja Luka
Web 2.0 in English Language Teaching

WHAT IS WEB 2.0?

Web 1.0 vs 2.0 conceptual models (over simplified)

Web 1.0	Web 2.0
Encyclopedia Britannica Online	Wikipedia
Personal websites	Blogs
Publishing	Participation
Directories (Taxonomy)	Tagging (Folksonomy)
Stickiness	Syndication

Comparison of Web 1.0 and 2.0 companies (O'Reilly, 2005)

Oct. 2009: Tim O'Reilly and John Battelle answer the question of "What's next for Web 2.0?" in Web Squared: Web 2.0 Five Years On.
http://oreilly.com/web2/archive/what-is-web-20.html

Appendix 2:

Activity 2

Web 2.0 technology type	Service name	URL
Online RSS readers	Bloglines	\<bloglines.com\>
	Google Reader	\<reader.google.com\>
Blogging services	21publish	\<21publish.com\>
	Blogger	\<blogger.com\>
	Edublogger	\<edublogger.org\>
	Wordpress	\<wordpress.com\>
Wiki service	Wikispaces	\<wikispaces.com\>
Web-based applications	Google Docs	\<documents.google.com\>
	Flickr	\<flickr.com\>
	Podomatic	\<podomatic.com\>
	JumpCut	\<www.jumpcut.com\>
Podcasting	Podomatic	\<podomatic.com\>

Web 2.0 technology type	Service name	URL
Social networking	Facebook	<facebook.com>
	MySpace	<myspace.com>
	Linkedin	<linkedin.com>
	iTalki	<italki.com>
	YouTube	<youtube.com>
	Google Video	<video.google.com>
	TeacherTube	<teachertube.com>
	43 Places	<43places.com>
	43 Things	<43things.com>
	Twitter	<twitter.com>
	Slideshare	<slideshare.net>
	Voicethread	<voicethread.com>
Learning Web 2.0	Wikipedia	<wikipedia.com>
	The Common Craft Show	<www.commoncraft.com/show>
	Learning 2.0	<plcmcl2-about.blogspot.com>

Links to resources

Guiding questions for group work:

➢ How do young people use this site?
➢ What type of interactions (positive, neutral and negative) does this social networking site create?
➢ What type of learning takes place in these practices?
➢ What are the human rights issues you can think of in regard to this type of social networking? Should these issues be address in the school context?
➢ What teaching activities could incorporate this web tool? How would these activities address human rights issues?

Appendix 3

Activity 3

Use of Web 2.0 and social interactions	Type of learning
Human rights issues	Related teaching activities

Appendix 4

Activity 4

Other possible debriefing questions:

- *How communicative can the Internet classroom be compared with the traditional classroom?*
- *How is the teacher's role changed when lessons are based on the Internet?*
- *How effective and appropriate are texts from the Internet for classroom use?*
- *How do different learner types benefit from Internet-based tasks?*
- *Do teaching strategies differ when using the internet?*
- *Are there differences of register and style in Internet texts that have implications for teaching?*
- *What effect does this have on assessment and testing?*

Once we agree on the guiding questions (see my comment below in the appendixes), I suggest to add a flipchart template to show how facilitators can collect the findings for the debriefing session that follows.
Here we need the guiding questions for the groups.