Podcasts and Wikis and Blogs, Oh My!
Online Learning is Not in Kansas Anymore
Curt Bonk, Indiana University
cjbonk@indiana.edu

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Curt Bonk, Professor, Indiana University
President, CourseShare, LLC
cjbonk@indiana.edu
http://mypage.iu.edu/~cjbonk

E-Learning Not in Kansas?

If it is not in Kansas, just where is e-Learning?

How many of you have been looking for the yellow brick road?
How many of you have been looking for the Emerald City?

Do any of your own a pair of pink slippers?

Do you want more Interactivity?

Sample of Interactivity for a Behaviorist...

Online PowerPoint?

Schools of the 1880s
The promise of multimedia learning: Using the same instructional design methods across different media
Richard E. Mayer, Learning and Instruction, 13 (2003) 125-139.

A review of research on the design of multimedia explanations:

(a) a multimedia effect: in which students learn more deeply from words and pictures than from words alone—in both book-based and computer-based environments,

(b) a coherence effect: in which students learn more deeply when extraneous material is included rather than excluded—in both book-based and computer-based environments,

(c) a spatial contiguity effect: in which students learn more deeply when printed words are placed near rather than far from corresponding pictures—in both book-based and computer-based environments, and

(d) a personalization effect: in which students learn more deeply when words are presented in conversational rather than formal style—both in computer-based environments containing spoken words and those using printed words.
Fast forward a couple of decades and "You" are the person of the year in 2006!

(1) Podcasts, (2) Wikis, and (3) Blogs

- Definitions
- Content Overview and Theory
- Instructional Ideas and Examples
- Advice and Guidelines
- Other

Podcasting Uses and Applications

Content Overview
1. What is a podcast? A "podcast" is a digital media file (or series of files) that is distributed over the Internet.
2. How play? You play a podcast with either a hand-held digital device (such as an iPod—hence the "pod" in the word podcast) or on a personal computer.
Content Overview

3. When and why use podcasts?
   a. To help students keep up;
   b. Record recent info in news;
   c. Advertise a class;
   d. Save or replay key course info.

Content Overview

4. How and where use (Part 1)?
   - Recording lectures,
   - Student projects,
   - Summarizing key points,
   - Relate content to the real world,
   - Discuss something relevant to class (news),
   - Reports, research, or conferences,

Content Overview

4. How and where use (Part 2)?
   - Supplemental book and other materials,
   - Assignment directions,
   - Student expert interviews,
   - Language lessons,
   - Oral reports,
   - Recording of performances.

Self-Paced Language Programs:
JapanesePod, Arabic online, etc.

Online Language Learning
(e.g., SpanishPod, FrenchPod, ItalianPod)
ChinesePod (Learn Mandarin)

Podcast for Language Learning (EnglishPod via Mobile Devices)

So many podcast shows!

Content Overview
5. How Listen? Students can download and listen on using their technology (e.g., iPods, iPhones, desktops, and laptops).
6. Adds to course flexibility, convenience, and exposure. More time to review the course material.

Content Overview
7. Recording lectures (what supports and tools are needed...?). Determine what is available in your setting.
8. Reusing existing podcast content (find, evaluate, gain permission).
9. Student generated podcasts.

Relisten to NPR Shows (e.g., new iPad announcement April 2010)
10. Podcasting technology: Audacity is open source software for the PC and GarageBand comes with Mac computers.

11. You can record live classes or create podcasts for online classes.

12. Audio add a different way to learn or layer of understanding for students. Again, as with shared online video and video blogs, dual coding theory comes into play.

13. A vodcast adds video to the podcast.

14. RSS feeds allows you to subscribe to podcasts or to allow others to subscribe to yours.

1. Michigan School of Dentistry.
2. IU Kelley School of Business (podcasts as info recruiting tool).
3. Vanderbilt in iTunes.
Podcasting Medical Lectures (School of Dentistry, Univ of Michigan)

University Podcast Shows

Extending the Classroom with Podcasts (e.g., Vanderbilt)

iTunes and iTunes U

- A powerful distribution system for everything from lectures to language lessons, films to labs, audiobooks to tours.
- More than 350,000 free lectures, videos, films, and other resources — from all over the world.
iTunes and iTunes U

- There are over 800 universities with active iTunes U sites (including Stanford, Yale, MIT, Oxford, and UC Berkeley).

EdTechTalk
(from Jeff Lebow at WorldBridges)

Advice and Guidelines
1. Keep them relatively short and to the point; short and snappy 3 minute files that get your points across; try to keep most podcasts under 10 or 15 minutes.

Advice and Guidelines
2. Record guests experts for your podcast shows when you get a chance to create variety.
3. Consider buying a microphone for your iPod.

Advice and Guidelines
4. Post your podcast lectures at an easy to navigate Website. Create a link to them in the course management system.
5. Have a script. Build in some banter or humorous interchange if 2 or more people are involved.
Advice and Guidelines

6. You might try a question and answer format with prearranged questions.
7. Make informal, friendly, conversational.
8. Do not overload learners with many URLs and other stuff to write down; put that in your blog or CMS.

9. Be prepared but do not script it.
10. Find a quiet place for the podcast.
11. Do a test of the system and listen to the results.

12. Relax and slow down. Avoid the appearance of rushing through it.
13. Suggest resources your students might wish to further explore.
14. Post any associated images or PowerPoint slides.

Podcast Training in YouTube (e.g., “Podcasting in Plain English”)

15. Keep the microphone close to you.
16. Talk to people at your teaching and learning center about the equipment available and normal podcasting procedures.
17. Attend campus training if available.

18. Think about your discipline: those in the medical profession, for instance, might make available heart or breathing sounds through podcasts; music professor might record the sounds of instruments as they get older.
Advice and Guidelines

19. Search the podcast directories and portals for existing podcast shows you might use (e.g., Podcast Alley).

Podcast Portals: PBS

Podcast Portals: Podcast Alley

Podcast Portals: Education Podcast Network (EPN)

Podcast Portals: Podcast.com

Podcast Directories
Podcast Teach with Tech
(IU School of Education)

It may be time for you to do
a podcast show!

For More Information, Contact:
Instructional Consulting
Indiana University
School of Education
Bloomington, Indiana
http://www.indiana.edu/~icy/

Podcasting Uses
and Applications
Hosted by:
Professor Curt Boonk
Instructional Systems Technology Department
School of Education
Indiana University, Bloomington, IN

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http://www.indiana.edu/~ICY
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http://www.indiana.edu/~isc

Wiki Uses and
Applications

What is a wiki?
• Ward Cunningham, in 1995

• The name, wiki, is based on the Hawaiian term
  wikiwiki, meaning "quick"

• What I Know Is

Content Overview
1. Define wiki—a collection of Web pages
   or documents that can be easily viewed
   and quickly updated. It is a writing and
   resource sharing site that many people
   can build upon and change. Speed,
   simplicity, and sharing on the fly.
For Teachers New to Wikis

- Wikis are free, online writing spaces.
- Wikis use simple formatting rules, so no HTML understanding required.
- Highly collaborative composing and creativity
- Authors do not claim ownership
- Published online
- Wikis provide a history and anyone can revisit prior versions of text

How use in teaching

1. Provide space for free writing
2. Debate course topics and readings
3. Share resources (websites, conferences, writing, etc.)
4. Maintain group progress journal
5. Require group or class essays
6. Have students revise Wikipedia pages
7. Write a wikibook

Content Overview

2. Theory behind wikis: Participatory or contributory learning. Let the students generate learning instead of receive it. Time names "You" as the "Person of the Year."

Participatory Learning

4. Advantages (easy access for collaborative production, easy to change, can see the process and contributions).
5. Challenges (learning curve, digital divide issues (e.g., proxy servers), familiarity, etc.)

Content Overview

Wiki Training in YouTube (e.g., "Wikis in Plain English")

Content Overview
6. Why and how use (rationale).
7. Types of wikis: hosted (e.g., PBworks, Wikispaces), server-based.
8. Costs—free to paid services or use the wiki in your CMS.

Wiki Service: PBworks

Content Overview
9. Student generated wiki applications:
   a. Progress journals,
   b. Group or class essays,
   c. Revising Wikipedia pages,
   d. Glossaries,
   e. Debates,
   f. Lesson plans.

Wiki Service: Wikispaces

Content Overview
9. Student generated wiki applications:
   g. Team projects,
   h. Writing wikibooks,
   i. Free writing,
   j. Sharing resources,
   k. Assignment review or submission,
   l. Prepublish research findings.
Content Overview

10. Instructor wiki applications:
   a. Course notes, agenda, syllabus, announcements,
   b. FAQs,
   c. Contact details,
   d. Papers, research collections, pictures and figures,
   e. Sharing other resources (blogs, websites, conferences, etc.).

Content Overview

11. Consider PBL and assigning relevant and meaningful activities.
12. Why are wikis popular—extend class, class is a constant process of becoming, student interaction and participation, resource sharing, etc.

Content Overview

13. Wikis as a transformative teaching and learning tool.
14. Organizing cross-institutional and international projects. Coordinating schedules is particularly difficult.

Cross-Institutional Wikibook Project
(e.g., IU and the University of Houston)

Adult Learning Theory (Knowles, 1984; Rogers, 1961) and Distance Learning Theorists (Moore, 1989; Wedemeyer, 1991)

- More choices and self-directed learning opportunities, the more success.
- Learning must be meaningful, interactive, and reflective.
- Activities chosen should foster higher self-esteem, internal motivation, and goal driven opportunities.
- Learning should be open, genuine, inviting, respectful, active, collaborative, and learner driven.

We see answers in wikis
(in particular 2-3 years of research on Wikibooks)
So I visited the WikiMedia Foundation in March 2008 to share our research and gather more information.

What did they give me?

Wikipedia

What is Wikibooks?

- Wikibooks, previously called Wikimedia Free Textbook Project and Wikimedia-Textbooks, is a wild for the creation of free content books. It is a Wikimedia Foundation project.
- Wikibooks is a Wikimedia project for collaboratively writing textbooks and related non-fiction books (with supporting books and booklets; such as annotated literary and other classics) about different subjects.

Question:

What does that indicate?

Answer: Coordinating wikis is hard and there are many hidden steps and secrets to success!

Demographical data:

more than 97% were male

Gender of Wikibookians

- Male 97%
- Female 3%
Part 1: Critique a Wikibook on Learning Theory

Part 2: Edit a Wikibook on Learning Theory

Part 3: Write a Wikibook (Wikibook #2 on the Practice of Learning Theories, Fall, 2007)

"I really enjoyed the Wikibook project. It allowed for a certain amount of autonomy that was measurable. I particularly enjoyed how we could edit each others' works. I think these types of open systems are beneficial because our class was creating this wonderful collection of knowledge and data that was fluid and constant in our quest to be accurate...I also enjoyed how we were able to collaborate and provide instant feedback to our classmates that were apart of creating our Wikibook." (Indiana student)

20 Tensions of Cross-Institutional Wikibooks and Suggestions

Sample Tensions
- Experimentation vs. Impact
- Global ed imp vs. time
- New benefits of tech vs. frustrations
- Open ended vs. guided learning
- Inclusive projects vs. realities of schedules
- Intrinsically valuable vs. external rewards

Ideas and Suggestions
- Modeling, archive prior work
- Plan, check calendars
- Test Technologies, ask students what they use
- More participants, more open-ended
- Check schedules, get written commitments
- Experiment with rewards; more participants > interaction
20 Tensions of Cross-Institutional Wikibooks and Suggestions

Sample Tensions
- How is learning assessed vs. excited by wikibook product & process
- Constructivist ideals vs. receptive learning expect
- Transformative learning vs. bounded courses
- Individual owns text vs. group owns
- Instructor vs. student control

Ideas and Suggestions
- Be clear on assessment policy, note exemplary work
- Scaffold students thru editing process, have reflect on learning
- Hold class discussion on transformative learning
- Assign students to edit Wikipedia page
- Create blogs or reflection journals on this issue

Unexpected Transfer

"I've worked with Native American students and I believe Wikibooks would be a wonderful way for them to display their classroom art collections. I know that all students would benefit from using Wikibooks, but if teachers on the Navajo Nation had the ability to use Wikibooks they could create innovative ways of displaying their works for all to see. Students who had the means to work on projects at home or in dorm settings can access their classroom Wikibook and edit and update their works at anytime. Wikibooks could also be created based on their tradition oral stories, ensuring they are preserved for future generations. Also, the wonderful thing about Wikibooks is that you have the ability to put these types of text in their native and translated languages." (Indiana student)

Content Overview

15. Wiki document or resource authority lies in the community, not the individual.
16. Wiki document permissions can be set for potential readers and contributors.

17. Student topic selection issues.
18. Technology skills required are limited.
19. Wiki history page allows for reversal of changes.

Content Overview

21. Instructor versus student control issues.
Advice and Guidelines

1. Start small. Expand use over time.
2. Explain the project to the students, set ground rules, and be clear about expectations—student roles, activities, and assessments, how credit is awarded for anonymous contributions, etc.

Advice and Guidelines

3. Ask students what types of wiki tools and activities they are familiar with.
4. Talk to other instructors and colleagues who may have used wikis in their classes.

Advice and Guidelines

5. Support students: Include job aids or scaffolds on the wiki activity as well as the technology.
6. If you have a FTF class, demonstrate the wiki or take to a computer lab. Also model the use of the wiki. Do not just expect students to use it.

Advice and Guidelines

7. Conduct formative evaluation on how the wiki task is working.
8. Archive prior semester wiki projects as examples.
9. Consider researching your use of wikis in the classroom and sharing the results with colleagues.

Advice and Guidelines

10. Hold competitions at the end of the semester for the best wiki project.
11. Students may need training in cross-institutional collaboration.

Advice and Guidelines

12. Can create cross-institutional wikibook communities with videoconferences.
13. Motivating students with internal and external incentives. Celebrate success! Identify exemplary work.
Advice and Guidelines
15. Be clear on assessment policies.
16. Consider grading reflection papers and group processes.

Wiki Wiki to it!
For More Information, Contact:
Instructional Consulting
Indiana University
School of Education
Bloomington, Indiana
http://www.indiana.edu/~icy/

Wiki Uses and Applications
Professor Curt Bank
Instructional Systems Technology Department
School of Education
Indiana University, Bloomington, IN

Blog Uses and Applications
Professor Curt Bank
Instructional Systems Technology Department
School of Education
Indiana University, Bloomington, IN

Warm-up questions
• How do you define a blog?
• What are the motivational factors to contribute to the continuing blogging behavior of bloggers?

Content Overview
1. What is a blog? means "Web log"—is an online, chronological collection of personal commentary and links. Easy to create and use from anywhere with an Internet connection.
Do you blog?

We Now Share Expertise in Many Ways (e.g., blogs, wikis, wikibooks, online news, open access journals, etc.)

Michael Wesch, Digital Ethnography blog, Kansas State University

Alexandra Juhasz: Media Praxis blog http://aljean.wordpress.com/


George Siemens: ELearnSpace blog http://www.elearnspace.org/blog/
Will Richardson, Weblogg-ed
http://weblogg-ed.com/

Jay Cross, Internet Time Blog
http://www.internettime.com/

Henry Jenkins, Confessions of an Aca-Fan
http://www.henryjenkins.org/

Gardner Campbell, Baylor University
http://www.gardnercampbell.net/blog1/

Edupunk Bloggers, Jim Groom, Instructional Technologist, Mary Washington University;
http://jimgroom.net/about/
- Describes growing movement toward high-tech-do-it-yourself education.
- Mainly motivated by astronomical costs of higher education.
TravelinEdMan
We are entering a jumping off point...from the Web 2.0 to???

Web 2.0
- The Web As Platform
- Harnessing Collective Intelligence

Elements of the Web's Next Generation

Personalized Learning Environments
(leaders include: Scott Wilson, Graham Attwell, George Siemens, and Stephen Downes)

Content Overview
2. What is a videoblog? A videoblog, or vlog, is a Web log (blog) that uses video rather than text or audio as its primary media source.
3. Who is blogging? Hundreds of millions of people.

BLOG

Roles of Blogs: Per Jay Cross
- Weblogs are a personal writing space. Easy, sharable, automatically archived.
- Weblogs are easily linked and cross-linked to form learning communities. The school logs projects are examples. The school logs also enable a teacher to evaluate a student's thinking, by reading explanations and assignments.
- Weblogs can become digital portfolios of students' assignments and achievements.
- Weblogs are a novice's web authoring tool.
- Accumulated weblogs become a content management system.
- Via digital storytelling, weblogs play a role in professional development.

Content Overview
4. Why instructors use: Keep students up-to-date, extend course beyond class (blending), make course more interactive and personal, etc. Fosters student reflection on content—a content and course focus.

Roles of Blogs: Per Jay Cross
(posted in Will Richardson's blog)
1. Content Creation.
2. Decentralization of power.
3. User is in control.
5. Pipe (sharing network) more important than the content (i.e., new stuff will arise).
6. Increase in shared meanings and understandings.
7. Ideas presented are a starting point for discussion, not ending point.
Roles of Blogs: Per Anne Davis (posted in Will Richardson's blog)

1. Sharing space (with parents, teachers, others).
2. Place to improve writing.
3. Place to think outside the box.
4. Place for surprise and anticipation.
5. A personal space for active experimentation.
6. A place to collaborate.
7. Just in time learning arena.
8. A way to connect with others and make connections to learning.

Content Overview

5. Pros and Cons.
   • Pros: quick, flexible, ownership, can determine student thinking, can lead to a writing portfolio, etc.
   • Cons: Takes time, not confidential, another tool to learn, a lot to read, etc.

Content Overview

6. Theoretical rationale: Blogging links to research on metacognition and the social construction of knowledge—reflect, negotiate ideas, and respond to the ideas of others.

Content Overview

6. Theoretical rationale continued: Feedback is also possible on blog posts. Sharing is also a key component. Video blogging links to dual coding theory.

Univ. of Maryland Baltimore County

...chemistry labs had groups of students posting their findings to a blog and receiving feedback from other students, the average passing rate in class went from 71.2 percent to 85.6 percent.

David Wiley (BYU)

"A group of approximately 60 people from around the world who read, worked, wrote, and discussed together—and fewer than 10 of them were registered for credit at my university."

26
David Wiley (BYU)

"When the costs of "open teaching" are so low, I ask myself a question. Do we professors, who live rather privileged lives relative to the vast majority of the planet's population, have a moral obligation to make our teaching efforts as broadly impactful as possible, reaching out to bless the lives of as many people as we can? Especially when participatory technologies make it so inexpensive (almost free) for us to do so?"

Open Teaching in a Digital Age

"Openness" as the default action of the academic?

Content Overview

7. How instructors use: Course announcements, task reminders, posting resources, and general course communication. Might also use to communicate with those teaching similar courses. They might also network with others.

Content Overview

8. How students use: post article reflections, dialogue, draft ideas for projects, collaborate across institutions or cultures, compose a summary of course learning or a blog, respond to peers on their ideas, etc.

Content Overview

9. Blogging tools possible (Movable Type, WordPress, Blogger, LiveJournal, Twitter, etc.)

10. What to share: text, hyperlinks, images, multimedia, etc. Others can post comments.
Word Press (an open source project)

Movable Type (a more professional publishing platform)

Xanga (a huge community)

Tumblr (a feature rich system)

Posterious (simple with much functionality)

Soup.io (scrapbook—a personal remix of the web just click and add, easy to include multimedia, and lifestream—aggregates all you create online)
Edmodo (effectively makes password protected groups of blogs; polling, instant messaging, mobile access, class calendars, etc.)

**Content Overview**

11. Twitter posts are for micro-blogging (short 140 or less character text messages): instructors might post course announcements, resources, events, share lesson plans, extend or reduce office hours, etc.

**Content Overview**

12. Twitter for students: might follow professors, follow experts, ask questions of instructors, follow conference events, find industry leaders, etc.


Twitter (microblogging)

**Content Overview**

14. Trackback notifies bloggers when one of their posts is referenced by another blog, making it possible to determine the popularity of a post based on the number and diversity of incoming links to a post.

**Content Overview**

15. Caution: Students might post inappropriate content.

16. Meta-tagging blog and videoblog postings will help people find them more easily.
Content Overview
17. Blogging power comes in personal publishing as well as hyperlinking to other blogs.

Examples of Blogging
1. Instructor course blogs.
2. Student blogs on content.
4. Team blogs.
5. Language learning blogs.

Instructor Cross-Cultural Blog

Critical Friend Blogs

Read Language Blogs (e.g., "The Spanish Blog")
Discipline Specific Blogs

Other Blogging Activities
6. Write "super summaries" of blogs.
7. Expand blog posts into papers.
9. Archive blogs for later years.
10. Bring blog posts to class.

Other Blogging Activities
11. Assign students to do video blogs (vlogs)

Vlogs (Blogs with video)

Blogging is popular around the world

ePals and iEARN (collaboration between K-12 schools)
The Flat Classroom Project

Ice Stories Project
(Exploratorium)

Cross-Cultural Rhetoric (CCR) Project
(writing, blogging, videoconferencing to build intercultural competence, Stanford U and universities in Sweden, Singapore, Russia, Egypt and Australia)

Advice and Guidelines
1. Create scaffold for any blogging collaboration. Include instructions and procedures to avoid offensive or inappropriate content (e.g., Netiquette).

Advice and Guidelines
2. Be sure that students receive feedback on their blog posts.
3. Instructors might not read every blog post, but instead, read and grade student super summaries of their blogging reflections.

Advice and Guidelines
4. Perhaps assign students to read a particular blog each week.
5. If it is a blended class, have students bring in their blog transcripts with key concepts circled for discussion.
Advice and Guidelines

6. If you are using discussion forums, ask students to include blog comments in them.
7. Consider having students subscribe to the blog feeds of others or create an RSS feed on their blog.

Advice and Guidelines

8. Allow students to select the blog tool that they will use.
9. Post sample blogs from prior students (with permission).
10. Post testimonials from students.

Advice and Guidelines

11. Model blogging procedures as the instructor.
12. Praise exemplary bloggers.
13. You might set minimum or maximum blog posting guidelines.

Advice and Guidelines

14. Videoblog postings of 3 minutes or less might be best.
15. Most blogs are social, but can be used or analyzed for educational purposes. There are dozens (if not thousands) of expert blogs for nearly any educational discipline.

How might you blog?

For More Information, Contact:
Instructional Consulting
Indiana University
School of Education
Bloomington, Indiana
http://www.indiana.edu/~icu/

Blog Uses and Applications

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Instructional Systems Technology Department
School of Education
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Poll: Which interests you the most?

a. Podcasts
b. Wikis
c. Blogs
d. All Three!
e. Do not yet know
f. None of the above...