

Join this Wiki
Recent Changes
Manage Wiki
Search

www.flickr.com

What is this?

Home
Readings
Introducing Guests
Participants
Q&A
Twitterstream
Presentations
EduTech SIG History
Links and Resources
Open Space
Teachers' Manifesto
edit navigation



MEETING THE E-CHALLENGE

EduTech SIG PCI

July 19th 2010

10 a.m. to 1 p.m. and 2 p.m. to 5 p.m. (6 hours)

our tag [#edutechbr](#) and [#braztesol10](#)

[Join the SIG](#)

With the advent of ICTs, we are increasingly exposed to information in the target language and start operating in different contexts and situations in our personal and professional life, which are no longer limited to our geographical location, classes, occasional workshops or professional development programs. We can acquire and learn much of the language online. The use of social media tools and platforms on the open Web can accelerate the learning process by giving us access to information, communities of practice and networks and by enabling us to create and participate at our own time, in our own space and with whom we choose to communicate and collaborate.

During the first part of this full-day PCI, we met our [international guests](#) and "opened the space" around the issues and opportunities participants saw as essential. We also examined and discussed how this digital immersion challenges us, EFL teachers, to review, expand and modify our ways of teaching and learning.

The second part was devoted to a number of short presentations and workshops.

[What other themes would you like to discuss during the event?](#)

Schedule

(click on the links to read the notes and add your own)

Morning

10:00 - 10:15 - Opening/Announcements/Agenda

☆ international guests

PAGE

DISCUSSION

HISTORY

NOTIFY ME

EDIT

Join this Wiki

Recent Changes

Manage Wiki

Search

www.flickr.com

What is this?

Home

Readings

Introducing Guests

Participants

Q&A

Twitterstream

Presentations

EduTech SIG History

Links and Resources

Open Space

Teachers' Manifesto

edit navigation

OUR GUESTS

**MICHAEL COGHLAN**

Michael Coghlan works as an eLearning Facilitator for the Technical and Further Education (TAFE) sector in South Australia. He was a pioneer of teaching English as a Second Language (ESL) on the Internet in Australia when he started teaching online in 1998.

He was also a founding member of the Webheads online community, one of the most successful and enduring online communities on the Internet. He has been described as "one of the few educators in Australia who has a realistic view of what is possible with technology and education." He has written widely on issues to do with the Internet and education, and is a frequent presenter at national and international conferences. (See <http://users.chariot.net.au/~michaelt/articlesetel.htm>)

He has designed and delivered courses on ESL, Facilitating Online, and New Learning Technologies. Although Michael works mostly within the Australian Vocational and Education Training (VET) sector, his extensive network of national and international educators provides him with an invaluable global perspective on Internet education in all sectors.

**VANCE STEVENS**

Vance Stevens teaches computing at Petroleum Institute in Abu Dhabi. As a former ESL instructor, he has worked with CALL (computer-assisted language learning) for over 30 years. He was teaching online before the turn of the century and has developed expertise in community formation online for both students and teachers, promoting training in ICT and professional development through participation in distributed personal learning networks.

He is often identified as founder and coordinator of the online community of practice Webheads in Action, in which capacity he has served as coordinator for three free international online conferences, the Webheads in Action Online Convergences of 2005, 2007, and 2009.

More officially Vance is an Executive Committee member of APACALL (Asia-Pacific Association for CALL) and on the editorial board of its International Journal of Pedagogies and Learning. He has also served on the editorial boards of CALICO Journal and TESOL Quarterly, and is currently on the editorial board of CALL-Journal. He is also E-Sphere editor for Writing and Pedagogy and On the Internet editor of the online journal TESL-EJ.

Vance publishes regularly and presents frequently at international conference, both online and offline, as documented at <http://vancestevens.com/papers> . He maintains several blogs, most notably <http://advancEducation.blogspot.com> .

Tag games: Using tags in professional and language development

Vance Stevens, Petroleum Institute, Abu Dhabi

More about Vance: <http://advancededucation.blogspot.com> (<http://advancededucation.blogspot.com>)

Presented at BrazTESOL, Sao Paulo Brazil, July 21, 2010

See the slides at

<http://www.slideshare.net/vances/tag-games-using-tags-in-professional-and-language-development> (<http://www.slideshare.net/vances/tag-games-using-tags-in-professional-and-language-development>)

The session was recorded by Willy Cardoso in uStream <http://www.ustream.tv/channel/eitosp> (<http://www.ustream.tv/channel/eitosp>)

(technical difficulties at first; sound comes on after 22 minutes ;-)

<http://www.ustream.tv/recorded/8416770> (<http://www.ustream.tv/recorded/8416770>)

Here is what participants will do during the presentation

We'll try the following materials to see what we can learn about BrazTESOL10

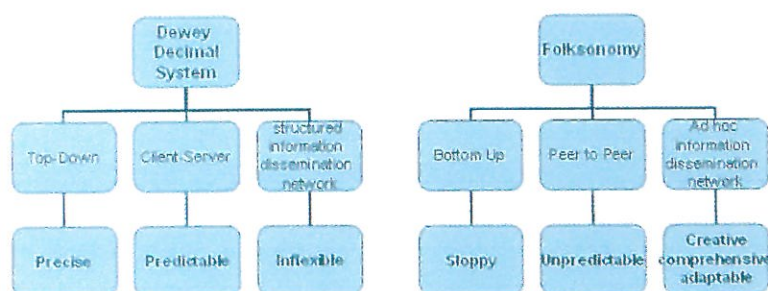
You can also try: writingmatrix, webheads, webheadsination, evomlit and other tags you wish to explore.

What are tags?

Taxonomic heirarchical systems are top down, pre-ordained, like the Dewey Decimal System

Folksonomic systems are created by users of those systems as they use them, via wisdom of the crowds

Tagging is applying categories or labels to items as we use them in systems that can **aggregate** those tags



Delicious

<http://delicious.com> (<http://delicious.com>) can be used to communicate to others via tags YOU place on URLs you bookmark. For example, if I want to accumulate in one place URLs pertaining to this session, I can tag them braztesol10. You can see them at these URLs sites I have tagged.

This bookmark, <http://delicious.com/vancestevens/braztesol10> (<http://delicious.com/vancestevens/braztesol10>) shows all the sites that user vancestevens has tagged braztesol10

This bookmark, <http://delicious.com/tag/braztesol10> (<http://delicious.com/tag/braztesol10>) shows all the sites that ALL delicious users have tagged braztesol10

How to use this in class: Create a class tag. It should be unique (one that no one else is using, like braztesol10). In Delicious, tag items you'd like students to see with your class tag. Let students know the delicious link where they can go to see the latest links. If you use the link to your account, they can see what YOU want them to see. If they go to the general link, they will see sites others have tagged (in other words, they can tag sites to call your attention to them).

You can use Delicious to have students communicate to each other sites they have found in the course of researching collaborative projects

You can use Diigo in a similar way. As Carla Arena pointed out during the session, you can port all your Delicious bookmarks to Diigo and set up Diigo so when you post there it constantly updates Delicious.

In general, the following work on tags that OTHERS (the content creators) place on object they put online.

Flickr

Some people are tagging photos from the conference BrazTESOL 2010 'braztesol'

<http://www.flickr.com/search/?w=all&q=braztesol&m=text> (<http://www.flickr.com/search/?w=all&q=braztesol&m=text>)

PLN: The paradigm shift in teacher and learner autonomy

Vance Stevens, Petroleum Institute, Abu Dhabi

More about Vance: <http://advancededucation.blogspot.com> (<http://advancededucation.blogspot.com/>)

Presented at the 12th National BRAZ-TESOL Convention, Sao Paulo Brazil, July 22, 2010

A second version of this talk will be presented on August 11 at the School of Languages in La Plata, Argentina, at the invitation of Nelba Quintana (Nelba's position at the Escuela de Idiomas?)

See the slides at: <http://www.slideshare.net/vances/pln-the-paradigm-shift-in-teacher-and-learner-autonomy> (<http://www.slideshare.net/vances/pln-the-paradigm-shift-in-teacher-and-learner-autonomy>)

https://sas.illuminate.com/p.jnlp?psid=2010-07-22_0644.M.7AE801FFB697DA460D4BF25AA8C21B.vcr&sid=75 (https://sas.illuminate.com/p.jnlp?psid=2010-07-22_0644.M.7AE801FFB697DA460D4BF25AA8C21B.vcr&sid=75)

The Elluminate recording for the July 22 session is here, but there is no audio, as we were not able to deal with technical difficulties in the very brief time for setup before the presentation started.

The audio recorded Aug 11, 2010 in La Plata Argentina of "PLN: The paradigm shift in teacher and learner autonomy" was podcast at:

<http://podOmatic.com/r/yZRc> (<http://podOmatic.com/r/yZRc>)

Abstract: This presentation explains a dozen tools and paradigm shifts that teachers should apply in transformative ways to working with their students, how Web 2.0, tagging, and RSS are crucial to this process, and how teachers can develop their own personal learning networks to practice continuous lifelong learning and 'teacher autonomy' before applying these concepts to students.

WHY

In talking with relatively connected teachers in the summer of 2010 in Argentina and Brazil, I learned of their difficulties in convincing other teachers that utilizing technology in their teaching is important. I was given the impression that many teachers in this corner of South America feel that it isn't. They feel they do fine without it, they don't see why they should go to the trouble to learn how to use technology when they have so little intrinsic interest in it and they're not getting paid to do it. If true, this would be different from many parts of the world where more and more teachers are intrinsically interested in leveraging the affordances of technology in education and feel it is important not only to their futures but those of their students. Therefore in my talk I feel I have to establish a rationale for why I feel technology is important and should be learned by language teachers in order for them to meet a large part of their responsibility to their students.

So in my slide show, I ask, "Would you agree that ... ?

20th century educational precepts are rooted in industrial era needs

21st century knowledge worker skill requirements are radically different from what was needed in that era

Each education system should teach the new skills necessary to prepare the new generation of knowledge workers *across the curriculum*

and, who's going to do that??

Therefore, teachers are responsible for improving their own skills in order to model the new skills their students will need to adapt to jobs that haven't been invented yet *across the curriculum*

What are some of these skills?

To give my audience an idea of the scope of the problem, I introduce my "baker's dozen" of concepts, tools, and genres which I think represent some of these new skills, and which have tremendous potential to impact learning for users who have made the paradigm shifts that we discuss in this talk. In other words, these are some manifestations of these shifts in thinking, and I throw out these to see who has heard of these tools and concepts, which appear of

The Future of Learning in a Networked World moves from BrazTESOL10 in Sao Paulo to Brasilia

Casa Thomas Jefferson 8th TEFL Seminar
July 22-23, 2010

Title of presentation

Thinking SMALL: Helping teachers model 21st century skills to students

Abstract

The presenters have come together in this face-to-face presentation as a culmination of a decade of interaction through the online community of practice Webheads in Action. They discuss how practices learned through this association have impacted their professional lives.

Michael at TAFE in Australia has been running a Learning Technology Mentor program with one of the goals being to create a CoP or network of elearning mentors

Vance in UAE has been working to realize an online community for EFL instructors in the UAE and its integration with professional or personal learning networks (PLN) to put in place a social network structure that will address the need for ongoing PD driven according to the perceived interests of practitioners involved in language education and other areas of learning in the UAE. Barbara has been keynoting, organizing and facilitating workshops /collaborative projects online worldwide, connecting to international and national networks and communities, learning from and weaving different levels of expertise and practice.

The session will suggest means by which practitioners can share knowledge and skills and contribute to each other's PD by practicing within similarly motivated networks and communities worldwide.

NB: SMALL stands for Social Media assisted Language Learning

Vance Stevens

Vance Stevens has had a 35 year career as ESL teacher, CALL, social media, and EdTech specialist. He is coordinator of Webheads in Action and teaches computing at Petroleum Institute in Abu Dhabi. He is on the editorial boards of three major journals and publishes frequently on pedagogy and technology. His current projects and presentations focus on helping teachers become multiliterate with technology.

Michael Coghlan

Michael Coghlan works as an eLearning Facilitator for the Technical and Further Education (TAFE) sector in South Australia. He was a pioneer of teaching English as a Second Language (ESL) on the Internet in Australia when he started teaching online in 1998. He was also a founding member of the Webheads online community and has been described as "one of the few educators in Australia who has a realistic view of what is possible with technology and education."

Barbara Dieu

Barbara (Bee) Dieu teaches [at the Franco-Brazilian secondary school \(http://www.flp-sp.com.br/\)](http://www.flp-sp.com.br/) in São Paulo, where she has been preparing students for the French Baccalaureat since 1983. She has been in ELT and education since 1974 (in the classroom) and since 1997 increasingly online. She has [published \(http://beespace.net/publications/\)](http://beespace.net/publications/) /[presented \(http://beespace.net/presentations/\)](http://beespace.net/presentations/) nationally and internationally on digital media literacy and openness in education.

The event: We flew from Sao Paulo on the 8:20 a.m. flight and arrived in Brasilia about 10:00 where we were picked up by Carla Arena and Erika Cruvinel and shown a bit of the town and escorted to a very nice restaurant with a huge spread, all prices per kilo, so eat as you like, or overeat as you like, as seems normal in Brazil. We were taken to the CTJ where we were set up in a small classroom with Internet and whiteboard and chairs around the walls for 15-20 participants.

Bee and Michael and I hadn't worked out exactly what we were going to do. We all have heaps to contribute so we decided to ask the participants why they were there and what they expected from the session. We took notes on the whiteboard as the teachers present explained that they wanted to break away from PowerPoint and learn engage students with technology. One said that the students had tech skills and the teachers needed to acquire them too, and another said she was hoping we would model good practices with technology, which is exactly what we set out to do.

Bee explained how she went online and started her professional development by surfing on the web and exploring the different tools and platforms autonomously, how she met people from different communities of practice, how she practiced giving online sessions and collaborated with other colleagues in sessions like the [Electronic Village Online \(http://academics.smcvt.edu/cbauer-ramazani/TESOL/EVOL/portal.htm\)](http://academics.smcvt.edu/cbauer-ramazani/TESOL/EVOL/portal.htm). She also mentioned how the Webheads met at <http://tappedin.org> (<http://tappe>) each Sunday noon GMT and that we were in Webheads which you can reach from <http://webheads.info> (<http://webheads.info>) (and then join the YahooGroup). We showed the sites <http://evosession.pbwiki.org> (<http://evosession.pbwiki.org>) and <http://k12onlineconference.org/> (<http://k12onlineconference.org/>) as two places where teachers can go for continuing professional development online. I suggested <http://russellstannard.com/> (<http://russellstannard.com/>) for an outstanding collection of free multimedia and teacher training videos.