CONNECTED LEARNERS

A Step-by-Step Guide to Creating a
Global Classroom

By 27 Students & Their Teacher Ann Michaelsen - Sandvika High School (Norway)

Authentic learning made easy

Teacher Introduction

By Ann Michaelsen

One of the greatest gifts we can give our students is the opportunity to create their own education instead of having it delivered to them. With the teacher as an expert and guide students can learn how to take ownership of the content and get a better sense of what needs to be done. When you involve students in meaningful activities, the work they do makes sense.

In this book, you will get a unique insight into how it is to be a teacher in a student-centered classroom. For educators the myriad of technological possibilities tied together with 21st century skills sometimes seem overwhelming and too great a challenge. This book offers an easy systematic approach on how to change your classroom.

The book is unique in the sense that it tells the story from the students' perspective. Twenty-seven students offer hands on experience and expertise on how it is to be a connected learner. In an authentic collaborative project in partnership with their teacher, they show how technology works and how easy it is to implement it in your class. The book covers all the basic topics needed to start collaborating across networks and how to develop proficiency with the tools of technology. We challenge the myth of all students being digital natives. This is a how-to-do-this for students as well.

As a classroom teacher, you cannot create your own educational system. However, you can change what is going on in your classroom. This book will show you how to help your students become connected leaners. Our hope is that teachers and students will be able to model a true learner centered environment!

Student Introduction:
by David, Victor and Tobias

Webucation is the path to digital learning. This book takes you through an epic learning adventure. It does not matter if you are a student or a teacher – this book has something for you. It teaches you how, step by step, to create a global learning portal that connects your school and classroom to a vast amount of different ways to learn.

This book is a project written by 27 young and inspired Norwegian students together with their experienced classroom teacher. This year, our English class is an active, web-based, networked educational environment, and we want to teach YOU how to master the skills of webucation. We will teach you how to make a blog and integrate it into your learning; we will discuss the positive effects of a digital classroom and inspire you to use digital tools.

We know from experience that it can be difficult for some students to read a whole book. That is why we have arranged the book in a way that allows you to browse through chapters. You can easily access the chapters that you need and want to read without feeling that you have missed anything.

Teachers sometimes struggle to find good use of digital tools for learning. At Sandvika High, 27 students have dedicated their first year of high school to test out different ways to combine pedagogy with technology in the classroom. In the process, we have written this book to share our knowledge and findings with you.

You might ask yourself why this book is so phenomenal compared to all the other books about learning online that are published. Well, the reason is that this book is written by experienced high school <u>students</u>. Our goal is to push you off a cliff into the swirling waters of digital education. After pushing you over the edge, we will show you how to avoid the razor sharp rocks you might encounter in a digital world with unreliable websites and the constant danger of being distracted. Finally, yet importantly, we will help you swim safely to shore using the well-tested tools we are using in our own education. So power up your computer and enjoy the ride.

Front-page motif "Monet Bridge"

Catrine

Once you've heard something, you can't unhear it. Once you've learnt something, you can't unlearn it. Once you've crossed a bridge, you can't uncross it. Learning is like crossing a bridge - you're near the edges, leaving your comfort zone. While you're on that bridge you experience something new, and as you step off you're back on the ground, steady and further along the path.

We all cross bridges throughout life. Each morning in our city, people cross Løkke Bridge, most of whom are students at Sandvika High School. We cross it to learn, and at the end of the day, we return, having gained in knowledge and experience. After graduating from Sandvika High School, we will have crossed this bridge at least 1140 times. Students step on that bridge as first year students, and step off it as third year graduates. The bridge remains the same, but the students change. They take their first steps across as teenagers and their last as new adults. It is up to the teachers and the students to make these years count. To make it unique, to make it something you will never forget. Connected learning and writing a book are exactly that, unique and life changing!

Sandvika High School is encircled by a shy river marking the border of the school grounds. Løkke Bridge has for the past 30 years been used as a pedestrian crossing between Løkke Park and Sandvika High. The bridge is Norway's first cast iron bridge. It was built at Bærums Jernverk in 1829 as part of the main road from Oslo to Drammen. In 1977 the cast-iron bridge was displaced by a modern one, causing it to be moved over the Sandvika River. The marvel behind this bridge is mainly its artistic attraction. The bridge is characterized by circles that decrease on either side, with wooden planks on top. Johannes Flintoe (1838), Frederik Collett (1889) and Claude Monet (1895) have all painted this bridge. Locally the bridge is also known as the "Monet bridge," after the painting shown here.

Sources: Det Store Norske Leksikon and Wikipedia

HOW TO USE - quick guide to practical applications

We hope this book can get you started on creating a global classroom with the use of technology. In case you feel like skipping some parts of the book and moving on to the **HOW TO**, we have listed our recommendations on this page. On the bottom of each page in this book, you will find a link to "Table of contents" and "how to use".

- How to use OneNote and SkyDrive
- How to start a Twitter account
- How to set up your blog
- Set up an RSS feed
- Start a Skype account
- Smart search engines
- 10 games and their educational value
- The secret of recording
- Google docs
- Facebook groups to collaborate
- Wordle
- Flip your classroom
- WebNotes, sharing notes online
- Dropbox
- Embed videos in your PowerPoint
- Download videos from YouTube

WHAT TO DISCUSS - Topics to discuss with students in class

- Shared vision
- Deep Learning for Students
- Authentic learning
- What motivates me?
- Digital literacy
- Four Questions for teachers to ask before implementing Technology
- Questions for students about technology
- What most schools don't teach
- If students could decide, how would you structure your school day?
- Drafting guidelines on how to use the net responsibly
- Plagiarism
- Assessments and evaluations in school

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The authors

1.   **Ann S. Michaelsen (@annmic)** is the teacher and also an administrator at Sandvika High School in Oslo Norway. In 2012 she was listed on Microsoft's webpage dailyedventures. She is an active writer of the blog Teaching Using Web 2.0 where she offers advice to fellow educators. She is a writer at the Powerful Learning Practice and a member of their advisory board. In this book she has written about topics she thinks are important for students today. Her wish is that the students will be more engaged in their learning and be able to use technology to connect with other learners in different parts of the world.

2.   **Haakon Bakker (@HaakonHoelB)** has been the project leader and he has coordinated the work. He is not only a student at Sandvika; he is also the first Norwegian iTech with iCracked, where he works to make the world a better place for unlucky iPhone owners. Haakon loves working on his Mac and iPhone. He is a committed developer; he currently has two apps on Apple's App Store. Today he is working on several other projects as well. In this book, Haakon has written texts about WolframAlpha, WordPress and RSS. He has also written the article "Think differently" and "What most schools don't teach".
Check out his blog: http://www.relatedsignals.com

3.   **David Stafford (@davidstaford)** is a happy boy from Norway. His life consists of a happy mix of friends, tennis, scouting and shooting. Even though his spare time is full of activities, school is the single most time consuming activity he is a part of. In this book, David has written texts about sharing documents, writing in the same documents and iTunes U. He have also been one of the chapter editors in chapter 8 and helped write some of the articles there.
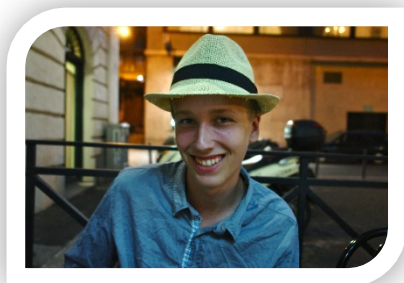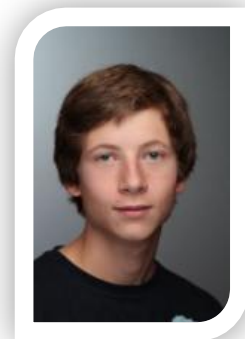
4.   **Ulrik Randsborg Lie (@Ulrikrl)** lives in Asker, and is a student at Sandvika High school. In his spare time, he practices archery and politics, mostly on a local level. He has a special interest in history and social science, which is one of the main reasons he is active in politics. In this book, he has written about how gaming can be used as a way of learning, and some smaller texts.

5. **Marie Øie (@Marieoie)** is a seventeen year old student at Sandvika High School. She loves to write and be creative, and she plans to be a journalist in her future so that she can make a living out of writing, creating, dreaming and travelling. Her dream job has for many years been to be editor-in-chief for the international fashion magazine *Vogue*, since she also has a big passion for fashion. In this book, she has been project leader and in charge for the introduction chapter. She has also contributed with "Some words from the chapter editor" and "Some words from the project leaders", "Motivation in school", "Choosing to learn about what you are interested in" and she has written the interview with Silvia Rosenthal Tolisano. Next school year, she has chosen physics, chemistry and media & communication as her subjects.

6. **Fride Anthonisen (@frideda)** is a student at Sandvika high school. She loves to hang out with her friends and watch TV-shows and movies. She is very sporty, and plays football several times a week. She loves food, and eats a lot all the time. At school, her favorite subjects are economics, social studies and languages. In this book, she has written about our school, how to set up a blog, thoughts and goals about the project and she contributed on the interview with Silvia Rosenthal Tolisano.

7. **Kasper Lie Tønnesen (@LieKasper)** is a student at Sandvika High School. His contributions to this book are "How will a network benefit you later in life, like when you attend university or start on your career?", "Padlet.com", Interviews with students, teachers, politicians and how to make a paper version of the book in addition to the E-book. Kasper is interested in social studies and economics, and has therefore chosen social economy, business economy and international English as his subjects for his next school year.

8. **Heidi Houge (@HeidiHouge)** is a happy girl from Asker in Norway. She is one of the students at Sandvika high school who has written texts in this book. Heidi likes to run and hang out with friends. She is not sure about what she wants to do in the future, but she is contemplating Law School. Heidi has written about commenting on blogs and some posts about students' voices in this book.
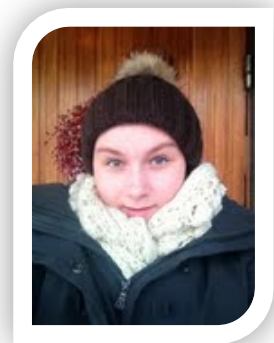
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9.   **Ewa Bartus (@englishewa)** is a student at Sandvika High School. She likes to hang out with her friends and exercise. Her favorite subjects are PE and English. In the future, she wants to become a doctor. She wants to be fluent in at least 4 languages because she wants to study abroad. In this book, she has contributed with a text about why it is important to learn, and what motivates her. She has also written a small post about Edublogs and commented on "How distracted do you get when friends contact you on Facebook and Skype?"
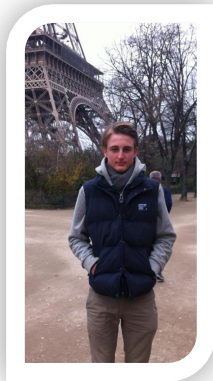
10.   **Stein Fredrik Hesstvedt (@steinhesstvedt)** is a student at Sandvika high school. He plays football and likes to hang out with his friends and girlfriend. In addition, he is also a football coach for 13-year-old boys. His favorite subjects are English, physical education and social studies. In the book, he has contributed with why it is important for students to learn how to use technology.

11.   **Hanne Wiger (@HanneWiger)** is a student at Sandvika high school. Her favorite subjects are English and PE. In her spare time, she works, goes to the gym and spends time with her friends. She really wants to study abroad after high school in an English speaking country. However, she still does not know what she wants to study. In this book, she has contributed with a text about how you can interact and collaborate through the internet and the Edublog awards. Hanne has been a chapter editor for chapter six about digital literacy, and she has written a few articles for this chapter.

12.   **Karoline Hestsveen (@khestsveen)** is a student at Sandvika high school. Her favorite subjects at school are Spanish and English, and in her spare time, she likes to spend time with her friends, and go to the gym. She still has not decided what she wants to study after high school. In this book, she has contributed with a text about connecting and collaborating with people through the Internet. She has been chapter editor for chapter six, "Digital Literacy", and she has written a few articles in this chapter.

12. **Ingeborg Bjertnes (@ingeborgbjertne)** is a student at Sandvika High School. In this book, she has written about how to use Twitter, how to use Facebook carefully, how to express yourself at the Internet and how use different digital programs to collaborate with other students and classes. Her interests are hanging out with friends and work out. She is not sure what she wants to do after High School, but she is considering studying business administration.

13. **Katinka Winther Hjelt (@katinkahjelt)** is a student at Sandvika High School. In this book, she has contributed with different texts such as how to use digital programs to collaborate with other students, how to use Facebook carefully, how to start a Twitter account, and how to express yourself on the Internet. She has also written about good alternatives when Google Reader is no longer available. Furthermore, she has also been in charge for chapter 4, seven steps to connect, with Ingeborg, and together they have written a summary of the whole chapter. Her interests are being with friends and show jumping. She wants to study after high school, perhaps abroad, but is not sure what she wants to study yet.

14. **Amalie Lundervold (@AmalieLundervol)** is a 17-year-old girl studying at Sandvika High school. Her future dreams is to travel around the whole world,(maybe twice?) studying abroad and be happy. Next year, she has chosen psychology, politics and human rights and PE - cross-country skiing. Amalie is a girl with huge plans for her future, but she is not sure about where she is about to end up when it comes to education. She also loves to talk to people, work out, be happy and daydream.
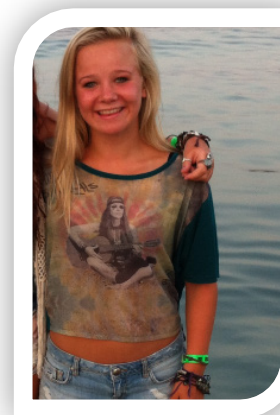
15. **Julia Zofia Kurylowicz (@juliazofiaa)** is a student at Sandvika High School. In the future, she would like to study Psychology at The Jagiellonian University of Cracow. Her favorite subject at school is Spanish. She likes to spend her spare time with her friends and she likes to draw. In this book Julia has contributed with texts about ''How reading improves imagination'', ''Homework or longer school days''
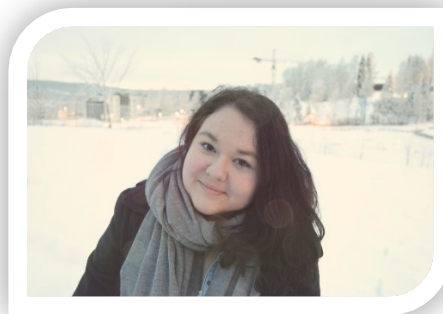
16. **Silje Aurora Selmer Holø (@siljeselmer):** is a 17-year-old girl with huge dreams and ambitions. She goes to Sandvika High School in Bærum. She is attending a school in New York next semester, and is looking forward to spending her 2nd year of High School as an IB-student. In the future, she wants to study journalism or go to law school. Her dream is to travel the world, work with fashion and write. Editor-in-chief in a huge magazine would be her dream job. In this book, she has answered the questions "How do you learn? What motivates you?" and "How would you compare this way of learning with the more traditional teacher centered classroom?". She has also interviewed students and made a film about this project.

17. **Victor G. Shergill: (@VictorGShergill)** loves to talk about economics and different social media. Because of Victor's, huge interest in econmics he chose what he calls the "ideal economic study line". (He chose social economics, leader in economics and Entrepreneurship). Besides school, Victor is a quite busy person. He moved to Sandvika with his parents half a year ago. Very often when Victor is with his friends does all kinds of sport and usually the day ends with a long night with movies. At home, he usually works hard with homework and different types of books/texts to achieve good grades. His contribution to the book is the chapter or the text called "good and bad motivations, what should a teacher be like". If you got really interested in me or just like to read completely random articles and school news then you should definitely check out my blog: http://victorenglish.wordpress.com/
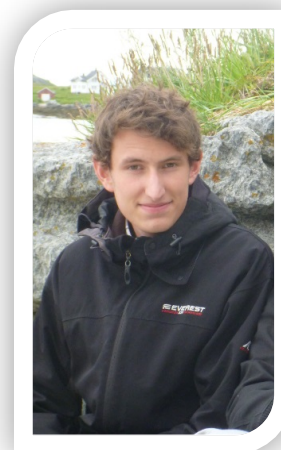
18. **Matias Egeberg: (@MatiasME96)** Is a student at Sandvika high school. He has written about the internet and how it has become our most commonly used communication system, he has cooperated with two other classmates. He likes to play electric guitar, and work with electronic circuits and components and solder them into LED-flashlights and photosensitive alarms. In other words, he likes to be creative and make things.
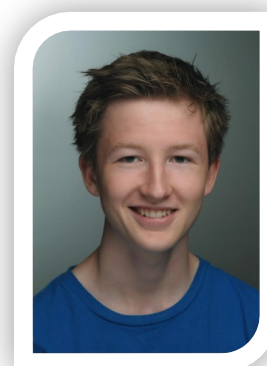
19. **Dimitrije Obradovic: (@dimobradovic**) is also a student at Sandvika High School. His current hobbies are guitar, alpine skiing, taekwondo and PC stuff. He has also been interested in electronics ever since he was a little kid. When it comes to the book project, Dimitrije is one of many students who is focusing on layout, writing and ideas for the book. He is also planning to do some advertising for the book and maybe take some photographs.

20. **Catrine Skisaker (@CatrineSkisaker**) is a student at Sandvika High School. She is a motivated individual, and enjoys conquering her goals in life. Catrine strives to become a successful Journalist (specifically a reporter) and hopes to pursue this by attending a University in Great Britain. Catrine loves to travel, and has already spent 12 years of her life (so far) as an expat. Her favorite subjects are English, Physical Education and economics. In this book she has contributed with articles such as: "Løkke Bridge", "Wordle.net", "What distracts a student" and "How to make surveys in Facebook groups".
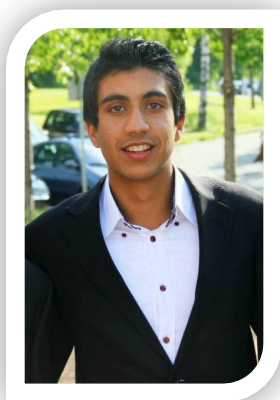
21. **Rohit Luthra (@Rohitinderen**) is a student at Sandvika vgs. His favorite subjects at school is physical education, and math. In his spare-time he prefers to hang out with friends, and exercise. He normally works out 4-5 times a week, mostly at the Gym, but also at a kickboxing club. He also participated in the national championship in kickboxing. His future plans are very clear: Happy big family, policeman, and be fit the rest of his life!

22. **Håkon Masst (@haakonmasst**) is a student at Sandvika high school and representative in the school council. He spends a lot of his time with friends, working out and doing homework. Håkon's favorite subjects at school are math, English and economics, and he is very interested in finances. In this book, he has contributed with texts about educational games and movies and he has also shared his thoughts about the benefits of using new technology while doing schoolwork.

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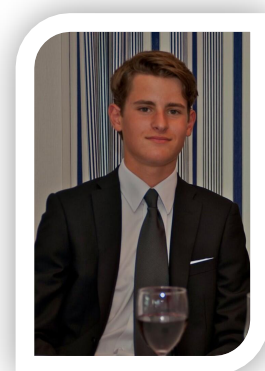
23. **Tobias Bull ([@TobiasBull](#))** is a student at Sandvika high School. he is from Asker. He likes to play football, tennis and hang out with friends. His favorite subjects at school are math and physical education. In the book has he written about why building a network is important and why students need to learn how to use technology.
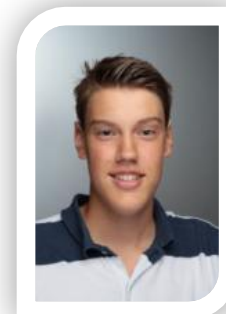
24. Erling Enes Kjevik ([@Erlingkjevik](#)) is a student at Sandvika high school. He is one of the authors who have written texts in this book. He loves to hang out with friends, play football and exercises a lot. In this book he has contributed with a text about his thoughts about blogging in class , what motivates him and how to create a Facebook group.

25. **Parmida Pourmirza ([@parmidapo](#))** was born in Iran. In her spare time, she loves to hang out with her friends, eat, and play soccer. Her favorite subject is science. Her favorite color is blue because she loves the ocean and the sky. If she were to describe herself with three words, it would be; loyal, hyperactive and weird. She lives in Asker with her mom and dad, she does not have any siblings but it looks like she has a lot of fun anyway. In this book, she has contributed with a text about how she learns, what motivates her and pictures.
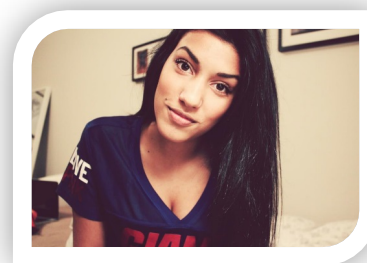
26. **Kent-Inge Holstad ([@kiHolstad](#))** Is a student at Sandvika high school. He likes to be with his friends, play football, skiing and skating. He has written about using tablets at school and tablets as books. Kent-Inge is a big fan of the Norwegian football club; Vålerenga and always makes sure to watch all their matches at the stadium, Ullevål.

27. **Marie Dikkanen Salmela ([@MarieSalmela](#))** is a student at Sandvika High School and she is 17 years old. Her favorite subject are natural science and physical Education. In her leisure time, she usually can be found dancing and singing even though she can't sing. In the future, she would like to work as an actor or work with something related to mental health. In this book has she written about what people think about the book and self-assessment."

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How to use

1.Introduction

Some words from the chapter editor

Marie Ø

Since I have the honor of writing the first paragraph of the first chapter in this book, I am very pleased to open the show and wish you readers a warmly **welcome**. It is inspiring to see how you can come up with a spontaneous idea, and just a few months later hold your idea in your hand, as the result of teamwork, effort, motivation and the right attitude. In this book, you will find expert knowledge, reflections, interviews and recipes. However, I hope this book will motivate and inspire you to live out *your* dreams and ideas. Because everything is possible, as long as you want it enough.

First of all, it has been very interesting being chapter editor for the introduction chapter, the chapter that defines the readers first impression of the book. Since I was a little girl, I have always been a big fan of magazines and writings, and then especially the first page column. Actually, this is what I am looking the most forward to reading when I am holding a piece of writing in my hands, and what I appreciate the most. I guess it is something about the expectations and the suspense connected to beginnings. Being chapter editor for the introduction in this book has because of my *"first page- weakness"* been especially great.

In this chapter, we have focused on the idea of writing a book as a project in school, our initial thoughts, and how we got from a distant idea to a finished book that you now are reading. It also contains information about our high school and how to start a project like this. Since I have been in charge, I have felt responsible for always having control. I think it is very instructive to be the person who has to make sure that everything is ready and done before deadline, and that everyone has something to do all the time. Basically to me the fact that you have to be awake and focused as a tiger the entire time, turned out to be an important experience in itself.

The students who have contributed in this chapter:
Erling, Julia, Amalie, Kasper, Stein, Fride, Heidi, Ewa, Marie, Victor, Cathrine, Silje

I am really hoping that you will enjoy the reading experience because I am really proud of what we have managed to create together, and everything we have learned along our way. Not only have we gained a lot of new knowledge, we have learned how far you can reach if you work together as a team.
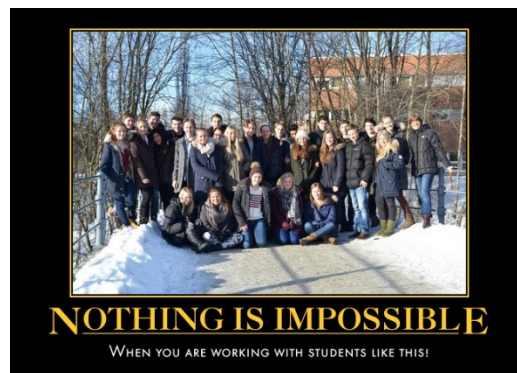
There are no limits.

Chapter 1 - Introduction

Our school

Sandvika VGS is a high school situated outside Oslo, Norway. It has approximately 900 students in vocational and general studies. Since the start in 2006 the students have had their own laptops and the school is considered one of the most technology advanced schools in Norway. Each year we host a pedagogical conference for teachers and school leaders and among the keynote speakers who have visited, are Will Richardson, Sheryl Nussbaum Beach, Richard DeLorenzo, Aron Sams, Jonathan Bergman, Ewan McIntosh, Tom Barret and Moliehi Sekese.

Students have been welcome to participate in the conference in many different roles. Too many conferences that address the issues of learning and technology miss student voice. More students should be involved in important questions about the future of education.

Fride

Here at Sandvika VGS all the students get their own computer. We have something called "block scheduling», that means that we only have one or two subjects each day. We think that this is a very good concept that allows us to get really concentrated and focused on one subject at a time. The school was originally a business college, in 2006 it became Sandvika VGS, and the school was fully renovated. It became very spacious, modern and full of light

How to start a project like this

Ann Michaelsen

Teachers; changing the classroom

Have you thought about changing your classroom, but not sure how? Did you ever consider changing your pedagogy to better suit the 21st century teaching and learning, but still not sure if you have the knowledge and skills to do so? The leap from the teacher/textbook centered classroom to a learner-centered classroom is not that difficult. In this book, we will show you what to do and how to do it. All the examples are from my classroom after 7 years in a 1:1 school. There are practical examples and lesson plans used in class and chapter 4 in the book shows you how to connect your students. Teaching without textbooks, facilitates learning in a student-centered environment. It is a way to make students' voice count. Student participation means letting the students make the important decisions, like what to learn and how to learn it.

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In chapter 9 we have included advice and insight from our PLN, from experts on the field of education, educators and students in different countries.
I believe that one of the greatest gifts we can give students is the opportunity to create their own education instead of having it delivered to them. When creating their own learning the students take ownership of the content and have a better sense of what needs to be done, and what mastery looks like. (RISC model) (DeLorenzo, 2009)

When you involve students in meaningful activities, the work they do makes sense. For 4 years now all my students have been writing blogs for English class. When writing on blogs my students do not think of writing at home as homework. For them it is a meaningful activity and the goal is the product. To quote my students; I think that when we write our blogs we get more inspired and motivated to write more than we are supposed to, and more motivated to write better answers. When I write a blog post I don´t think of it as unnecessary homework that not even my teacher is going to look at, but I rather think of it as something fun and useful.

> *"When I do something that anyone might see, I prefer to make it as perfect as I can. If I write on a paper I hand in, I can't go in and change what I've written. On my blog, I can make changes whenever I want, just to make my post better and even better. And because a blog is like a "product" that you own and create, you can look at it as a diary or an online magazine or so, it's also more interesting to write because it in a way makes my "product" better and better"*

Might the information age have presented us with the opportunity for a fundamental reimagining of the way we educate our children?

Planning

To start a project like this you need an open mind and nerves of steel. It is not easy to know where a project like this might lead you. In my head, I had a clear idea about where I wanted to go with this. However, if you invite 27 students to take part as equal contributors and writers, the project can move in any direction. We started by brainstorming and listing what we thought might be interesting for us to write about.
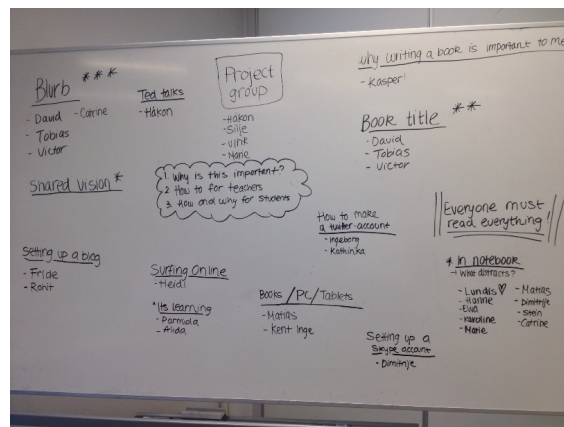
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How to use

Chapter 1 - Introduction

We started to collaborate on SkyDrive using OneNote, sharing a notebook online. Here is our idea whiteboard, and these are the first ideas that came up. We listed all the topics we wanted covered and the students would sign up for the topics they thought were interesting.

We also made a list using a shared Google doc with the different tasks. Students could sign up on the different topics and chapters, and sign off when the task was completed. One day a week was set for working on this project, but to be able to finish this during our school year we soon found out that work at home was crucial. The role of chapter editors came up after a few weeks when we saw the necessity of having students who could monitor the work on the different chapters. When the students came to school to work on the project, we had the chapter editors seated at their tables with signs stating which chapter and the chapter's topic. The students could sit down where they wanted to and they could move around when they finished the different assignments. The chapter editors could ask students to come to their group if they needed help.

> **There is nothing like a great question to send you on a rich and meaningful quest for learning.**

Michael Wesch, Associate Professor of Cultural Anthropology, Kansas State University, Manhattan, Kansas

Everything starts with a question!

Our question was; how can we write a book that will help teachers use technology wisely in the classroom? How can we write a book that is easy, smart and portrays the vast and complex topic "using technology to enhance learning and making it fun and meaningful?"

General layout.

Moving from a teacher centered 1 to 30 classroom, towards a student centered 30 to many pedagogy, is the goal. Every chapter aims to be instructional with easy steps on how to start. Not all students are tech savvy digital natives! Working like this is a journey students and teachers have to make together. This class is a typical mixture of students with different abilities and interests. The solution is to work as a team and learn from each other. No doubt, it helps that the teacher is familiar with technology and has a feel of what is out there! We have tried many different ways to work and many different tools and we would like to share our experiences. That is our motivation for writing this book. We want to

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help, both teachers and students by leading the way in connecting and collaborating. **If you know how, it is easy, fun and free!**

Organizing

When writing this book we have used Google docs to share ideas and assign topics. I started it off by writing down my thoughts on the different topics, and then our project leaders and chapter editors coordinated the work. I would mark the different texts with stars indicating the need for student voice. Sometimes students write general comments on our topics and sometimes on a specific topic they feel is important in their learning. We used OneNote as a tool for writing. That way we could work online as well as offline. That has been great for me when I have been traveling because I can use my iPad with OneNote to write, and synchronize when online. All the students could write and bring forward ideas at any time. No ideas were too silly, no topics out of place! If we found useful links and topics to write about, we used Twitter with the hashtag #1stfbook. This is a 100 % collaborative project where every voice has been welcome and heard!

How we used OneNote and Skydrive to write and share

Stein

This is how our chapters looked like on SkyDrive. OneNote helped us organize all the chapters. We have a chapter editor responsible for almost every chapter. They assign tasks to the other students. It is a great way to organize the work, and keeping it neat and simple. For instance, if you got a task to write about a topic like for instance Twitter, you would research, write about it and SkyDrive would automatically update itself, the leaders and students can see what you have written right away. This is an excellent way to share your work, instead of sending it to one person who is responsible for putting it all together and has all the work. And it is a good help for us to see what the other students have written.
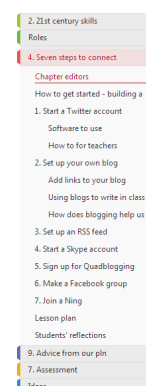
Inside the chapters or bars, there are subchapters underneath. These subchapters helps us organize the book and is where you submit your writing. For instance if I have written about how to for teachers I can just put in the text and then the leader of the chapter can look at it.

Writing in a transparent environment

Ann Michaelsen

Working on a project like this can be messy! Nobody knows how the product turns out. When brainstorming we would find topics to write about not knowing if they would be relevant. During the project, both the teacher and the students might come up with a good idea. Let us write about this! Whenever we came up with an idea, a topic that might be of interest, we
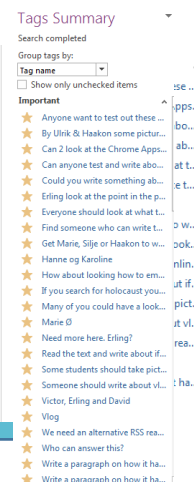
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would write it down in the chapter where we thought it belonged. To be sure the chapter editors knew about it we would mark it with a star and a "to do" check box. That way the chapter editors could easily see what we needed to write. And at the same time everyone could see what the others were writing as well. See illustrations.

Shared vision

It is important that we share the same vision for the project. Working with a shared vision is important for the learning and should be included in every classroom. Students need to be actively engaged in their own education in order to be learners inside and outside structured schooling.

This is our shared vision for the book and for the learning:

- Students should be flexible, take initiative and be accountable.
- We want learning to be fun and we should inspire each other to do the best we can and learn from each other.
- We should make sure everyone is included and encouraged to contribute.
- We should be exploring real-world issues and solving authentic problems using digital tools, global learning spaces and resources.
- The students should ask the questions and work together to find the answers.
- Students should be able to assess their work and recognize areas that need improvement.

Thinning the classroom walls

Why connecting and collaborating is important today

Ann Michaelsen

A revolution in technology has transformed the way we can find each other, interact, and collaborate to create knowledge as connected learners. How do you define connected learners? Learners who collaborate online: learners who use social media to connect with others around the globe, learners who engage in conversations in safe online spaces: learners who bring what they learn online back to their classrooms schools and districts. (Nussbaum-Beach, 2012, p. loc. 248 of 3983)

In Norway, every teacher and high school student is equipped with a personal computer. Using technology is a natural part of our teaching and learning and yet many struggle to see how it can be used in class. Many teachers are afraid of the computers as distractions and structure their lessons in the same traditional way they have always done. Lectures, homework, reading chapters in textbook followed by exercises. Students know a

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lot about using technology, but few know how to use it to learn. That is where the teachers are the experts. Many books address the issues of using social media, explaining the importance of making your own digital footprints, digital literacy and connecting globally to learn. Most people talking about these topics seem to assume that all students like the same, know the same and learn in the same way. It is not uncommon to hear talk about how students are digital natives and how teachers (especially old teachers!) really do not have a clue! You might have heard experts give advice that teachers should learn from students today. That students know how to use technology and teaches do not!

We would like to argue that in this changing world of technologies, connectivity and opportunities, teachers and students need to be on the same team! We need to learn together. In a class with 1 teacher and 27 students, you have a unique opportunity to learn together as a team. We should spend time discussing with our students how they learn, what they would like to learn and different ways to assess their work. We hope teachers read this book and discuss these important topics with their students. Digital literacy is less about tools and more about thinking, (Horizon report 2013).

> *Why do we think that working in a transparent environment is important?*
> *What do we think we can learn from collaborating with others?*
> *Why is this important for teachers and students today?*

In the RSA animate, Changing the education paradigms Sir Ken Robinson says:

"Students lose the ability to be creative after spending 10 years at school where they are taught that there is one answer, and that they can find it in the back of the book, (but don't look. and don't copy), because that is cheating! And outside schools that's called collaboration. We have to recognize that most great learning happens in groups. Collaboration is the stuff of growth, if you atomize people and separate them and judge them separately, we form a disjunction between them and their natural learning environment".

Thinning the classroom walls to me has many interpretations. We can start by collaborating in our class. Even if many students work together on projects they share with the rest of the class, much of the material, presentations and reports are kept on their individual computers. When talking to students about using technology in school, most examples that are given are of individual work. When students are working in pairs or groups of 4 or 5, they will most likely only have their own work on their computers. When using technology like we have in our book we see how easy it is for the whole class to work together, to collaborate on one project, sharing one notebook. Learning by writing together and sharing experiences and knowledge. That is the start of thinning the classroom walls. The next step is sharing with the whole school, the community and other schools in the country. Working with students in different countries is the next logical step. The strength of using the internet as a connector is that it is a place that connects lots of people who are different from one another, that way generating new ideas and new perspectives. Diversity of experience might help to open one's mind to unexpected ideas and to increase one's sympathy for a wider range of people traits. (Weinberger, 2011, p. 74)

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Connecting adds a new dimension to the classroom. The same does transparency. Transparency it the key to how the internet operates, and the way we have been working on this project as well. It is the 21st century way is to collaborate and share. When working on the book, we asked people in our network to share their thoughts on the project and what they thought we should include in this book. We shared a link to the book, and everyone could see what we were writing as we were writing it. By offering links to useful websites the work online becomes a collaboration between active participants (the authors of this book), but other contributors as well.

School leaders and administrators

Ann Michaelsen

Even if this book is meant as a help for teachers in the classroom it is vital to have the school leaders on board. Without the support from the top, very little innovation can happen in the classrooms. The support and knowledge from school leaders play an important part of changing schools. We need visionary school leaders who see the need for change and want to make the move towards a student-centered classroom. Leadership is where it begins and ends. If you don't have leadership to initiate this journey, it will never happen. (DeLorenzo, 2009).

The first world that change leaders must understand deeply is the world for which they are preparing their students. Effective change leaders clearly understand and communicate what will be demanded of their graduates – what skills, what habits of mind, and what dispositions. They recognize the rapidly changing world of work, and the accelerating pace of the commoditization of knowledge. They realize that the world no longer cares how much students know, but rather what they can do with what they know. The second world effective change leaders need to understand is the world of students. They have studied how students learn and what makes the particular students with whom they work unique – their culture and their community. They also appreciate the importance of students' intrinsic motivation for learning and achievement. Finally, they seek out and listen carefully to students to better understand their classroom and school experiences.
Source: Tony Wagner , (Wagner, 2012)

This book offers an easy guide on how to start the adventure and change that is needed. The tools and websites describe here are useful to school leaders. Facebook, Twitter and writing blogs are areas school leaders should explore, to set the agenda and share the successes stories that take place in school every day. If your students are using social media, **you should as well!**

School leaders need to be aware of the change that is taking place when every student has a digital device. School leaders need to ensure that there is:

- A powerful change in pedagogy

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- A shift toward student centricity
- A well-defined set of goals
- A plan for professional development around achieving pedagogical and technological goals
- A strategy for technology support
- Attention to logistical issues that arise
- A way to regularly assess the program
- Commitment toward a sustainable future.

(McLeod, 2012, p. 76)

Twitter and Facebook provide principals with real-time tools that are far superior to traditional forms of communication. Social media services paired with high rates of Internet connectivity allow multiple forms of information - web links, video, audio files, images, text messages, and documents – to be delivered and consumed in multiple ways. (Ferriter, 2011)

Believe it or not, a lot of school leaders and teachers are using Facebook to interact with other professionals. The Facebook in education page, provides information on how principals and teachers can best use Facebook as a resource. Consider exploring the use of a Facebook as a tool for professional development by visiting Edutopia's Facebook page where it is always possible to find a provocative conversation or valuable resources on the changing nature of teaching and learning. Source: (Ferriter, 2011).

Some thoughts about the project:

The book project goes viral!

Kasper

In the beginning, when our teacher revealed her idea to write a book on how to use digital tools in our education, not many of the students in our class seemed to really believe in it. Most were skeptical to the fact that sixteen year old students were able to write a book. Nevertheless, we began because it did seem like a new idea and it sounded interesting. Almost everyone participated and chose topics to write about.

It was when our teacher arranged a Skype-meeting with Silvia Rosenthal Tolisano, a language teacher in the United States; we understood that the idea was not as absurd as we thought. After that, we began talking to several people who we thought might have an opinion worth listening to. Almost everyone was positive and believed in our project, they gave us advice and lead us in the direction we ended up heading.

All the positive feedback made the class more optimistic and set on working. Everyone began working a lot harder and the students' attitudes changed from skeptical and uncertain to positive and motivated. I believe everyone who has contributed to this project can be proud of themselves and their work.

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Students on roles in project

Haakon

What is your role in the book?
In our project I've been the Project Leader and written a few articles, and together with our teacher Ann coordinated the work.

What to you think about the project?
I think it's a great initiative from our teacher, Ann. Without her this wouldn't be possible. As for what I think about the book, it's great! We're doing something new, we're writing from a point of view that's not common in school. Since one teacher and the class are working together in this collaborative project, I think this is a point of view that both students and teachers will benefit greatly from.

Do you think you will benefit from this later in life?
Of course!

Will you remember working on this project?
This is the project I've gotten the most out of ever. It's really engaging and I've learned a lot. And we touch the subject in the book that when the teacher manages to engage the students, they'll do better work.

Did you enjoy this type of work, or would you rather prefer working in a traditional way?
I really enjoy this type of work; it's something different than we're used to. This type of work is more 21st century. I think the traditional way is outdated, and I think this type work should be adapted more.

What do you think about blogging and using the web instead of textbooks?
This year we haven't used our books at all, we've just used the web. And I have, at least, learned so much more than I expected. The second half of 2012 we've been blogging. We've touched so many subjects, everything from trees in London to Indigenous people. I think the way most schools use textbooks and computers are outdated, and the system needs to follow the progress in the real world. When 80% of the US population has Internet access, that's a sign that we need to teach the students how to use it properly and how to use the Internet to find information.

Which of your articles did you enjoy working the most?
I really liked the article about RSS, I learned a lot and I found uses for it in my own life. I also really enjoyed learning more about WolframAlpha, I knew the service existed, but never really found the use for it. But when I dug a little bit more into the service I found it really useful.

Julia

What is your role in the book?
I'm an author, I have written two articles. I was one of the students who interviewed Silvia on Skype. I'm working on

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conducting a survey with Amalie on how students want to be assessed.
What do you think about the project ?
In the beginning I was very skeptical about the project and writing a book, but after some working with the group, I have changed my mind. It's fun and inspiring!
Do you think you will benefit from this later in life?
I don't think so, But the experience of working together as a class, is something I will take with me.
Will you remember working on this project?
Yes, I will!
Did you enjoy this type of work, or would you rather prefer working in a traditional way?
At first I wanted to work alone with an in-depth project , but then I realized it would be much more fun to work with other students and create something that is ours.
What do you think about blogging and using the web instead of textbooks?
I think that it is much better to work with social media and learning instead of using normal textbooks. You can connect with other people from other countries and they can give you advice or share comments about your writing and the topics you are writing about when you are sharing on your blog.
Which of your articles did you enjoy working the most?
Maybe the last one, about assessment. It is interesting to see what other students think about how they should be assessed.

Erling

What is your role in the book?
I have written something about blogging, what motivates, and I have written about some of the websites in chapter 8. But I am not finished; I have a lot of work to do.
What do you think about the project?
I think it is an interesting and cool project. We can work in our own tempo with topics we like, and I think that is a good way to learn. Many of my friends also think it sounds interesting, and they wish they could write a book in their English class.
Do you think you will benefit from this later in life?
Yes, I think I will remember the project when I get older, and if we get a lot of money from selling the book the planned field trip to London/USA would be a fun way to celebrate. I think it is going to be an advantage for me when I am going to search for a job, to tell them that I have written a book in my English class.
Will you remember working on this project?
Yes. If I get children I will tell them about this book.
Did you enjoy this type of work, or would you rather prefer working in a traditional way?
I think it is good to have variation in our work. This project makes learning varied, but sometimes it is also important that we work in a traditional way.
What do you think about blogging and using the web instead of textbooks?

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As I wrote in the book, I think it is positive. I have learned a lot of English this year and I think the main reason is the blogging. We can write about almost everything and that is important for our motivation.

Which of your articles did you enjoy working on the most?
I enjoyed writing about Facebook Group and blogging.

Fride

What were my initial thoughts about the project when Ann first mentioned it to us?
When Ann came up with the idea, I think a lot of us thought that this would never work. How could our class write a book, a book not only we are going to read, but people worldwide? And when Ann started to talk about a class trip to USA or another English-speaking country, with the money we hopefully were going to earn, the majority of the class just laughed. Most of us were critical and skeptical before we started, and had no expectations that we would be able to finish the book.

Has my opinion changed since we first started?
My opinion has changed a lot since we started. When seeing everyone work together, talk together and collaborate in a way we have never done before, I really started to get faith in this project. Our project leaders and the rest of the class became super excited, a publisher promised us to help publish the book and we got in touch with a lot of different experts. I really started to believe in the project when we had a Skype-interview with Silvia Rosenthal. She really had faith in it , thought it was a unique idea and promised to help us promote the book.

What expectations and goals do I have for the project now?

I hope we will be able to sell a lot of books, the best had been if we earned enough money to go on a field trip. I also hope the book will reach out to both teachers and students all over the world. The book will be easy-to-use and full of extremely useful information. I really enjoy working with this project. Not only do we learn English, but it had strengthened the cohesion of the class. It has proved that we can work together when we put our minds into it. That a class of 27 students can pull this off with the help of a teacher and a lot of hard work!

Our principal Arne Opsahl

What do you think about using social media in school related work?
I think it is both sensible and important. It has become such an important way to communicate in our society that it is a only natural to use it at school as well.

Do you believe that teachers and students will benefit from reading our book?
Yes, I do. At least the students, I hope that you writing a book will be a source of inspiration to others. It seems that you, at least, have benefited from writing

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a book as your in depth project, and I hope that will benefit and inspire the readers as well. That way others can do similar things.

What is your view on writing a book in English class?
That is a bit hard to say before you are done and have evaluated the project, but without yet knowing the results I am very open to it. I believe in letting the students work more on their own and by doing so exploit the students' full capacity.

Would you read the book? Do you think you could benefit from reading it?
Whether I will benefit from reading it I'm not sure, but I am definitely going to read it!

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Challenges in the project

Heidi

I don't think it's a big surprise that working on a project like this can create problems and difficulties along the way. I thought I would mention some of the difficulties that we experienced while working on this project.

We are between 20-30 students and of course 1 teacher working on this project. That is a lot of people working on the same project. When we are that many, deciding things and handing out tasks that every student will be happy with, can be problematic. Although I think this went pretty great in our class.

Each student also had a lot of responsibility for their own working performance. Our teacher gave each student that responsibility and I believe some students had a harder time concentrating than others. Some of us were easier distracted and lost focus. When we are working on the computer, it is very easy to just login to Facebook, blogs or other websites.

Another problem that we had while working on this project was the fact that the One Note application on our computers would not synchronize all the time. So we figured out that it was easier working on the Microsoft web app. That worked much better. Our teacher bought the Office 365 version which worked very without problems and can be recommended as well!

All in all I don't think we have had many problems. Those I wrote about were the only ones I could think of, so I think the whole project has worked out really well.

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2.21st Century skills

Some words from the chapter editors

Matias & Dimitrije

In this chapter, we have written about many of the technological skills we learn about and take in use every day. We have written about how we develop proficiency within all the technological devices we use all the time. We have also written about what motivates us to learn and the different techniques for effective digital learning. We also wrote about how to remember the most of what learn the best way. The students who have written in this chapter are: Rohit, Tobias, Håkon, Matias, Stein, Dimitrije, Marie, Silje, Victor, Haakon, Ewa, Heidi, and Julia.

> *The presence of digital technologies is rapidly moving us into a period where learners can learn what they need to know on their own agenda rather than on the predetermined agenda of a curriculum. We will soon be able to give up the assembly line model of grade after grade, exercise after exercise.*
> *Source: Will Richardson*

Answer, Haakon

What he means here is that students can learn by reading online, watching YouTube videos, ITunes University and so on. You can also learn by talking to other students on Facebook and finding information online. Do you think more students will decide to take exams when they want to and perhaps not have the teachers decide what they read and what they work with? Like when a textbook writer decides what you read and talk about in class. Do you think this will change? Most likely it will!

Chapter 2 21ˢᵗ Century skills

Be courageous, be brave and be creative with your students!

Ann Michaelsen

Your assignment, should you choose to accept it, is to outline what it takes to move your classroom from current state to 21st century learning. The first question we should ask is:

> *What do we have today and what needs to be done.*

Source: quote from Mission impossible from [Dangerously irrelevant, 2008](#).

In virtually every discussion of 21st century learning, innovation and its close cousin creativity, make the list of skills that students must develop for future success. And yet there is a gap between saying we must encourage innovation and teaching students how to generate and execute original ideas. (Boss, 2012)

> *Q:* Age is no guarantee of efficiency*.*
> *James Bond:* And youth is no guarantee of innovation*.*

Source: James Bond, Skyfall.

I think we make a big mistake assuming creativity is a skill all our students master. Perhaps Sir Ken Robinson is right when he says schools kill creativity. Seems like most 5-6 year olds are creative and energetic when they start school. At high school level, perhaps not so much. What happens to kids in the time between 1st grade and high school? I think the same rule applies here as to the assumption that all teenagers are technology experts. Some are, some are not. Nevertheless, just as we should teach students how to use technology to learn, we should certainly try to enhance creativity and make innovation visible in our classrooms.

21ˢᵗ century skills

The Partnership for 21st Century Skills is an organization that focuses on infusing 21st century skills into education. We have looked at their guide; 21st century skills, education, competitiveness, and we have chosen some areas that we think are important in our education:

1. Creativity and innovation
   a. Use brainstorming techniques to find a project for the class
   b. Create new ideas
   c. Evaluate the ideas
   d. Act on the ideas and set in motion
2. Critical thinking and problem solving
   a. Think about what is important to add to idea
   b. Analyze project ideas to move forward
   c. Decide on what is valid for the project
   d. Solve problems as the occur within project
3. Communication and collaboration
   a. Communicate well in group

   b. Motivate, instruct and persuade
   c. Use media and technology
   d. Work with different teams
   e. Be clear on common goal

4. Technology skills
   a. Use appropriate technology for product
   b. Evaluate sources critically
   c. Have access to multiple sources
   d. Apply ethical / legal issues on sharing and using
   e. Use technology as a tool to research , organize, evaluate and communicate information

5. Life and career skills
   a. Adapt to varied roles, job responsibilities, schedules and contexts
   b. Work in a climate of ambiguity and changing priorities
   c. Be flexible, deal positively with praise, setbacks and criticism
   d. Set goals with tangible and intangible success criteria
   e. Go beyond basic mastery of skills to explore and expand one's learning and opportunities to gain expertise

6. Productivity and accountability
   a. Manage projects
   b. Produce results
   c. Participate actively and be reliable and punctual

7. Leadership and responsibility
   a. Guide and lead others
   b. Inspire others to accomplish a common goal

Source: http://www.p21.org/storage/documents/P21_Framework_Definitions.pdf

Critical thinking and problem solving

Ann Michaelsen

What does it mean that our world has become globalized and how does it change the way we work in schools? If you ask your students or your own kids if they connect with other students from around the world while in school, what would the answer be? Most likely, your students experience different cultures all the time, except at school. Most likely, they already have friends on Facebook from different countries. Most likely they Skype with other family members and friends in different countries. School might well be the most isolated, technology free place in many communities. (Zhao, 2009)

Traditionally a class will be arranged like this; read a text in your textbook, get additional information from your teacher and answer questions in the same textbook. The contrast between only having two sources, the teacher and the textbook vs. the internet with collaborators online is huge. In addition, of course you still have the teacher as an expert in your classroom!

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How then can we start thinning the classroom walls and start the interesting conversations? When do we allow the students to ask the questions that are unanswered? When do we let the students lead?

Global workforce

Today communication within a company occur across many countries. Even small businesses need talents that can help them navigate the cultural and linguistic differences when they enter the global economy. We call the required set of skills and knowledge "global competence". An essential ingredient of global competence is foreign language proficiency and a deep understanding of other cultures. (Zhao, 2009)

Another responsibility Yong Zao mentions schools have, is to help our students adopt a global view in their thinking, and develop a sense of global citizenship. As citizens of the globe, they need to be aware of what is going on in different parts of the world, to be engaged and help where possible. In Norway, many students are bored and un-engaged in school. They need to see the injustice that takes place in different parts of the world and how difficult it is to get a proper education in other countries. We have friends in Lesotho and our project with that school is a perfect example of this kind of work.

Peeragogy - learning together

Ann Michaelsen

> ### *Students should learn something when they have a reason to learn it!*

Peeragogy is about peers learning together and helping each other learn. The idea is that each person contributes to the group in their own way. The contribution of each peeragogue depends on a healthy sense of self-awareness. You ask yourself, "What do I have to offer?" and "What do I get out of it?" **Source**: The Peeragogy Handbook

In traditional schools peer learning is not usually encouraged. Most likely your school is a traditional teacher centered school with lectures and exercises. Dewey wrote, "Education is not an affair of 'telling' and being told, but an active and constructive process.
Source: the Peeragogy Handbook

In peer learning everyone stands on equal ground, no one is assigned the traditional role teacher or student. Instead, anyone who has a particular knowledge of, or experience with a given subject, might take on the role as mentor at any time. (Brown, 2011) When writing this book every student could choose what to write based on interest and knowledge. Sometimes they needed to do research, sometimes they were very familiar with the topic. Either way, it

was apparent that we were on equal terms writing this book. Every voice had a chance to be heard! For peer learning to work, you need a project where everyone's contribution counts. You need, what they call it in cooperative learning, positive interdependence. If one could easily have done the job alone, it is not peer learning in the peeragogy sense of the word. It was quite obvious for me from the start that this project was dependent on everyone's contribution. Together we were dynamite!

An easy way to start peer learning is to share writings on blogs, Google docs, OneNote, Dropbox, Google drive or SkyDrive. When working with students in other countries we have used Google doc as a tool for writing. When working on "The Inuit project", (a group of culturally similar indigenous peoples inhabiting the Arctic regions of Greenland, Canada, the United States), we asked a class in Anchorage Alaska for help on our project. Both American and Norwegian students wrote in the same document. It is a great way to learn and in this case, the Alaskan students did the research for us. The same method was applied when we helped a class from Nebraska do research about Norway. The Norwegian students would read the material and comment.

As an educator, my three favorite ways to learn are using Twitter, writing on my blog and commenting on other educators' blogs. Through Twitter I can connect with amazing educators, writers, researchers, and listen to conversations at conferences and workshops, I am not able to attend in person. I use my blog to post ideas on learning and teaching and lesson plans to use in class. Many comments push me forward in my thinking and offer advice on alternative courses of action. I really appreciate when people take the time to comment and I try to do the same.

Authentic learning

What is authentic learning and how do you ensure it takes place in your classroom. Authentic learning seems to be a buzzword these days. I found this definition on David Warlick's webpage and I think it is a great guideline when preparing your class.

"The linchpin effect of authentic learning is that the value of what is being learned is obvious to the learner, and does not have to be explained by the teacher. There is great power when the learning why is part of the learning how."

Rohit

How would I rather learn? Of course, my biggest wish would have been that I could choose my own topics. Because we all know that when you find something interesting or fun, you usually will perform better. In addition, perhaps put a lot more effort into the task. I know that if I actually find something interesting or fun I give it my all, like last year I first had an assignment about weather and to be honest, I do not find weather that interesting, so I got a C. But later the same year the assignment was about Gandhi, and I love to read about inspiring people like Gandhi, so I got an A+ in the same class.

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The point was that when you actually want to learn, you easily could accomplish that. But let's look at the other side, if everyone chose their favorite subjects would we then learn everything we should learn?

What is the future for learning?

Ann Michaelsen

The absence of the teacher in the presence of the internet can become a pedagogical tool.
Source: Future Learning Short Documentary, Good Magazine

Students are the future, but what is the future for students? To arm them with the relevant, timeless skills for our rapidly changing world, we need to revolutionize what it means to learn. Innovators like Dr. Sugata Mitra, visiting professor at MIT; Sal Khan, founder of Khan Academy; and Dr. Catherine Lucey, Vice Dean of Education at UCSF, are redefining how we engage young minds for a creative and technological advanced future.

What will a curriculum for the future look like?

According to Sugatra Mitra this is what the curriculum in the future should look like:

- **Reading comprehension** is the most critical skill at this point of time for a generation who is going to read off the screens for the rest of their lives
- **Information search and retrieval skills,** knowing how to use a keyword and find information. If arithmetic is an outdated skill, this is a skill that will replace it!
- **How do we teach them how to believe**? How do we know what is worth pursuing and what is rubbish? To arm the child against doctrine (a principle of law established through past decisions)

It really is all about shifting control in the classroom trusting the students to know how they learn and believing in their abilities. This is no easy task and many students are conservative and prefer the traditional way of teaching and learning. It is easy to do what you are told and to memorize facts. This is what they are used to and know, the transition for many is difficult. My advice is to have this conversation with the students and have them reflect on different ways to learn. Working in teams vs. working alone. Using technology vs. textbooks and lectures. Can it be combined? Not everyone learns in the same way.

Another thing to consider is peer teaching. Back to the starting point of peeragogy. It is about peers learning together and helping each other learn. Students teaching students is a powerful method for building learning and driving creativity and innovation. (November, 2012)

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Why it is important for students to learn how to use technology

Tobias, Håkon and Stein

It is very important to teach students how to use technology because then they can write a blog and you can share your points of view with them when you read their blog. When you share your points of view with other people online, you will get help from others and you are able to share ideas about what to write about. As a student, you can read what other students have shared and get ideas about what you could write about.

When you have learned about the use of technology, you will be more critical about your sources. Maybe you usually use the first source you find on Google. If you use the first source you find, you can`t be 100% sure that the source is true. There are many people who share information on the internet and much of what you find there is wrong or biased. If you want to be 100 % sure that the source is true you must use a couple of sources to be sure. We would recommend 3.

It is very important to learn about technology because in some years most of our newspaper will only be found online. Printed newspapers will be gone. An example of that is Newsweek. In a few years, the world will read news on iPads, phones or computers.

It's important for students to learn about present technology for several reasons. Firstly, our technology will only develop and be more and more advanced and it will take more and more over the way of living our lives, in other words - it will play a great part of our future. Another benefit of using new technology related to school work is that it is a more effective way of learning, since it makes learning easier. Last but maybe the most important advantage is the global way of learning, which enables us to find people all over the world and to learn from them. This is done in some simple steps, and will probably evolve us to think in a more international way. –

The Future, technology is going to be more important and even more used in the future, so it is very important that we learn to use modern technology to manage technological challenges and keep up with today's, and the future's technology. Technology is the future.

Organized. Using technology and having your own computer is a very useful tool to use for students. You can be a lot more organized with all your documents and files saved on your computer or in the cloud, rather than in ten different scrap books, one each for every subject or class. Paper you get from your teacher gets lost, but if you get everything, online you just save it and you have on your hard drive.

Smarter. According to research, technology changes how our brain works, and develops the brain. For instance, if you give your 3-year old son an iPad, he will pick up very quickly and using the iPad will seem very intuitive and natural to him growing up.

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Drive and motivation

Ann Michaelsen

I've recently read "Drive, the surprising truth about what motivates us", and I have been thinking about how it connects with writing this book. In our Skype conversation with Silvia T, we discussed how to assess a project like this, and she advised us not to grade the project in a traditional way. Grades should not be the most important motivational drive. How satisfied they are with the product, what others say, should matter more.

Students' work in school is dominated by what Daniel Pink calls Carrots and Sticks: the seven deadly flaws. It is the typical; if-then habit. If you do not work, you will fail this class, if you talk in class, you will get detention and if you use the internet, you will be punished for cheating! Introducing an if-then reward to help develop mastery usually backfires. That's why school children who are paid to solve problems typically choose easier problems and therefore learn less.

CARROTS AND STICKS, the seven deadly flaws
- They can extinguish intrinsic motivation
- They can diminish performance
- They can crush creativity
- They can crowd out good behavior
- They can encourage cheating, shortcuts, and unethical behavior
- They can become addictive
- They can foster short-term thinking

(Pink, 2009)

What then motivates students to participate in a project like this? How do I as a teacher encourage the students to contribute? What actions do I take if some are contributing less? The answers here are obviously not carrots or sticks. In our case, getting posts accepted for publication in the book should typically be the motivation, and how to be assed and graded should be decided with the individual students. As it turned out each student could choose articles from the book they wanted graded for their final assessment.

"Asking kids to be MOTIVATED BY TECHNOLOGY is a lot like asking them to be motivated by their shoes and socks. It's hard to be motivated by something you use every day without giving it a SECOND THOUGHT."

Sean Crevier, @busedcrev

Every educator wants to experience the moment of flow.
When all the goals are set and understood, and work is easy and natural. When reading about engaging students in the classroom using technology and social media the authors want you to believe that this is easy and natural.

When talking about motivation and learning in school, grit is most likely left out of the conversation. According to Pink the best predictor of success is grit, defined as perseverance

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and passion for long term goals! Mastery is pain! And as wonderful as flow is, the path to mastery - becoming ever better at something you care about - is not lined with daisies and spanned by a rainbow. If it were, more of us would make the trip! (Pink, 2009, p. 1645)

Daniel Pink paints a realistic picture of the classroom. Grit is required both by the teacher and the students. Don't let anyone convince you otherwise. You will always have students who have a hard time adjusting to working this way. Most likely, they were having problems in the traditional classroom as well.

Motivation in school

Erling

Motivation is one of the most important things when it comes to learning and getting good grades in school. To get motivated, the teacher has to help me focus on what I am good at and give me encouraging comments that pushes my learning forward. If the teacher only focuses on things I don't do very well, I will lose motivation, and I will get bad feelings and thoughts. With a lot of negative feedback your self-esteem is low and that is not the best way to encourage learning. Of course it is important not to give me a better grade than I deserve, but the teacher has to tell me how to improve if I score low on a test. If a teacher tells me that there are no opportunities for me to get a better result next time, I will lose my motivation to work hard.

Marie Ø and Silje

During tons of school lessons, I have experienced several different teachers and worked with various learning strategies. It's an interesting question whether it is the teacher, the topic, the learning strategy or something else that constitutes the most important factor in the learning process. Perhaps it is a combination of every factor. **How do we learn? What motivates us?**

Motivation is literally the desire to do things, factors that stimulate us to make an effort. Every human being has their own motives to make an effort, it varies from person to person.

> We can imagine that to reach a goal, you need to build your own path of motives leading you as far as you want.

Related to school, we can put the different motives together and split them into two main areas that are quite opposite of each other:

- Motivation to success
- Motivation to avoid failure

During school, I can't count how many times I have had to do something that I needed to search every corner of my brain to find at least one reason why to do it. When we are young, we put a

lot of effort into learning to swim and ride a bike because we know that it's necessary a skill everyone should master. When we are older, we spend hours learning all the boring traffic rules to get our driver's license. It is the same principle in school. In primary school, we are eager to learn the times table, because we know we have to learn it to get further in mathematics.

To do well in school, it's necessary to ask a basic question: "**Why do I have to do this?**" To be motivated, we always need at least one answer to this question. We can imagine that each answer symbolizes a piece in the puzzle, and the more pieces, the bigger and clearer the picture on "why to do it" will be.

In this project, we started with three main motives:
- To reach our goal about writing a book together, and learn something from it
- Inspire and motivate teachers to dare trying new strategies in the classroom
- Teach how to use digital tools that we are familiar with

These guidelines worked as fuel through the whole process. I think the fact that the project had such clear goals, made it easier to work hard. I have noticed that we became more and more motivated as the project progressed, probably because we created new motives along the way. We started thinking about the class trip we planned to go on if we sold enough books, and that it would be really cool to see the number of copies sold reach a high level. Some students figured out that they probably could get a higher grade in English if they made the extra effort, and someone found it so interesting that they gladly wrote in their spare time as well. It is so great to see that the path I wrote about earlier, in our case extended every single lesson. Simultaneously, the work stepped up!

It is important to think about *why* we go to school, because we don't spend such a huge amount of hours there without any reason for sure. School is the place where we prepare for our future, and it is very decisive for our further education how we perform here. That alone actually, should be motivation and motive enough, don't you think? If you want to become a doctor, a scientist, a lawyer or a dentist, it's all up to you and your effort during school whether you will be able to catch your dream job or not.

I want to study journalism. I am aware that I am the person responsible, because my teachers already have an education and a job, and in fact, it doesn't matter to them how I work, or if I make an effort at school at all. It is our job as students to take this responsibility. If not, we can't expect to pass and achieve the best grades.

When that is said, I find it not just our job as students to motivate ourselves and work on our own, because then we could just study at home what we wanted and when we wanted. *Teacher*s have a job and that is as the word indicates to **teach**. And as a student in High School, I can say that teachers are a very decisive factor to motivation (or the opposite, for that matter.) I think everyone agrees that it is almost impossible to be motivated if the teacher isn't. Maybe teachers don't know it, but one of the easiest things a student can notice, is if a teacher is motivated or not. Some of the best lessons I remember, are the ones when the teacher does

something unusual, is creative and enthusiastic, in addition to a lesson plan characterized by variety. Enthusiasm is contagious, and it is a lot easier to pay attention in the classroom when the teacher seems to have really fun teaching us.

The teacher is also the person responsible for having control in the classroom. If the teacher seems a little strict and shows how he or she wants it to be, you automatically show more respect and you feel like you don't have any other choice than work until you lose your fingers. The opposite situation, if the teacher seems like he or she doesn't care what we are doing, and walks in and out of the classroom to fill the cup with coffee, we catch a signal telling us that it is okay to spend time on Facebook and walk in and out of the classroom as well. It's an invisible, human language. The signals aren't only found in the classroom, everyone experiences this principle everywhere they are.

Often, the more effort and time you put into your school work, the better results and grades you gain. I say to myself: "Do something today that my future will thank me for." Because that's what it's all about. This diploma we get at our very last day of high school is our key to success in the future, and our ticket to where we want to go in life. If you ask me, I think it's here a lot of students miss the train. Because it's easy to think that you can start making an effort later because you are still young today, and it is easy to say "I know I should do it, but…." or "I'll do it later". The problem is that once you stop working, it becomes a habit. "Plant now, harvest later." Success isn't free, not even on sale.

Another important factor leading to motivation is a classroom filled with positive and enthusiastic peers. Everyone has experienced that when someone yawns, you suddenly start yawning too. In the classroom, if one student sighs deeply and complains, the rest of the class will start doing the same, and the motivation decreases. Visible bad motivation is a contagious disease, and unfortunately it isn't any vaccine against it. You can only be immune if you ignore others complaining and just focus on yourself and your answers to the question "*why do I have to do this?*"
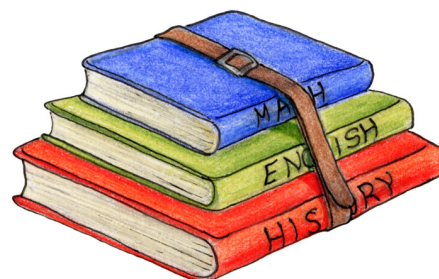
Some students are more enthusiastic than others. Our project was no exception, however we managed to motivate each other and lift each other up. As a project leader, I experienced eagerness among my fellow student. If they had some time left, they were quick to ask for something to do. I find this quality very valuable.

I find the topic about motivation very interesting, probably because everyone has opinions about it, and experience it in bad ways and good ways. When I wrote this article, I suddenly started wondering about what concrete makes students meet up at school every day, not only what I *suppose* leads to motivation. I have never asked myself the question about what motivates me before now, and the funny thing is that I get motivated by my own answer, because I haven't really articulated it before.

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First of all, I go to school because I am completely aware of how important it is. I want to achieve something in my life. I work hard because I don't want to figure out my dream job and then not be able to catch it because I didn't work hard enough when I was in school. That scenario would be so regretful.

> *I look at school as a long road of knowledge, where I can grab whatever I want along the way. I can grab everything or I can grab nothing. I want to grab as much as I can, because I don't want to miss something I could have learned.*

I have to go to school every day because it is a duty, and I would regret not using this time to learn something. I have experienced that I get back what I give, and the feeling of mastering is one of the best feelings I know. The feeling I get when I gain the best grade on a test or when I get good feedback from a teacher, makes it worth all the hard work.

To get a wider perspective, I also asked some other students: What motivates you in school? Why don't you just stay in bed every morning, instead of meeting up at school?

Thea, my friend:
"Actually, I am not motivated in school at all. However, what makes me come here every day anyway, is to meet my friends and the fact that I need to go to school to get an education later. And also to eat the good food from the canteen, hehe."

Elise, my little sister:
"I am motivated when I have something to look forward to when I am done with my work, such as good food, a movie or watching my favorite TV show. It is also good to know that the more I work now, the less I have to do later. By contrast, I don't get motivated if I don't get feedback on something I have spent a lot of time and effort on. Neither is it motivating when someone tells me that what I do won't be useful."

Ulrik, my schoolmate:
"I go to school every morning because I feel that I learn something, that it is worth it. Besides, school is a nice place to be because I have many good friends here. I think a combination of good teachers and peers are the factors that matter the most when it comes to motivation."

If we go back to the introduction, after looking at some different factors leading to motivation, which factors are the most important ones? I am sure it is a combination of enthusiastic teachers, motivated peers and various tasks and learning strategies, besides how we motivate ourselves. Our motives for making an effort, and how many answers to the questions "**why do I have to do this?**" we can come up with.

Sources in Norwegian: http://teachertalk.no/2008/01/klasseromsledelse-a-skape-motivasjon/
http://www.elevsiden.no/motivasjon

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The best motivation is to follow your dreams. My dream is to become a doctor. That's why I know that education is really important. You can not go to the university without good grades. Everybody has problems with finding a way to motivate themselves. I have many goals I want to achieve and I know if there's something I really want then I will make it happen. I want to study abroad and that's why I need to improve my English skills. I want to go London for some weeks during my summer vacation and get used to speaking English everyday. If somebody wants to learn a new language the best way is practicing it in a country where they speak this language.

English is one of the subjects I like the most, but somehow I think it's hard to find something to write about. That's why it is hard to find motivation. I know English is really important, you can't even get a job if you don't speak English. It is a really amazing how much you are able to do when you can speak it. You have many possibilities, you can study abroad, work for an international company and communicate with people from all over the world. It opens door to everything you can wish for.

I think it's better to watch a movie in English than Norwegian, you're learning new words and if you would just read half an hour every day, just some magazines , your English skills will improve, and it's worth it.

We are living in the time when education is necessary. You have to find a profession but I think sometimes it is really hard. You have to find a job that you are satisfied with. You are actually going to do that for the rest of your life.

Motivation is all about how much effort you want to put in to achieve your goals. Some times starting an activity is the worst part. Like your homework. Once you start, it is not that boring anymore. You can give yourself a reward after you're done with your homework and the feeling when you're done with a big project is really great. It feels like you are not struggling with anything and you are able to do what ever you want to. You are looking forward to going to school and contributing.

Connected Learning

There is a new approach to learning - connected learning - that is anchored in research, robust theories of learning, and the best of traditional standards, and designed to mine the learning potential of the new social- and digital media domain. Connected learning has the following principles and values:

Learning Principles:
1. Interest -powered
2. Peer supported
3. Academically oriented

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Design Principles
1. Production- centered
2. Open networked
3. Shared purpose

Core Values
1. Equity
2. Social Connection
3. Full Participation

Source: Connected learning

Writing a book is a connected learning experience. It is important from the start to realize that there are no right or wrong answers when you work like this. When you ask students how they feel about this topic and how they feel about their learning, all their answers are correct. That is not saying that there isn't room for growth and change. Students are often conservative in their thinking about school. When I started this year asking if they wanted to use textbooks, I think everyone said yes. Now nobody uses textbooks in my class. It is important to be able to change your mind. You have to be able to try out new technology and new ways of learning and working in schools. For many of the students this year has been an adventure because a lot of the topics I read about and talk about with other educators, were unknown to my students. I think teachers very seldom ask their students important questions about pedagogy and learning. Most often teaches assume that they know what the students want and that they in most cases want the same as the teacher. In my experience, that is often just a small part of the truth. Even if students are experts in certain areas of social media, they are not the active part in the classroom when deciding on the pedagogy and technology used. In addition, if the teacher has limited knowledge about the different tools and methods available, then nothing changes in the classroom. If students are offered limited choices, they do not know what to ask for. That is why, in my opinion bottom up change is unlikely to occur.

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Develop proficiency with the tools of technology

Four Questions for teachers to ask before implementing Technology

1. What are the ultimate goals for student tech proficiency? In the area of technology, what would a well-educated student in your class know and be able to do with technology by the end of secondary school?

> *Is your school concerned with ensuring that all learners are responsible digital citizens? Are you envisioning that students will exit their K-12 experience with a rich portfolio of work that can serve as the beginning of their digital footprint? Is it worthwhile to teach students how to avoid cyberbullying? Do your students need to know how to quickly and critically assess the validity of a website they are visiting for the first time?*

2. How do the various tech devices and tools used in your school lead to the proficiencies described above?
3. What professional development do you need to be successful in helping your students meet the proficiencies described above?
4. How will you know when you have reached your goals?

Adapted and changed to suit this purpose, **Source**: Edudemic web page

Here is a short list of what most educators want their students to be able to do with a computing device.

> *Use this list to discuss how your students measure up here. :*

- Access information on the Web
- Make and store files
- Stay organized
- Read electronic books, textbooks, magazines, newspapers, etc.
- Utilize office productivity tools (word processing, spreadsheets, presentations, etc.)
- Use course management systems (Blackboard, Moodle, Canvas, etc.)
- Communicate, connect, and share (email, blogs, Twitter, Edmodo, videoconferencing, etc.)
- Look at and listen to multimedia (music, podcasts, videos, photos, screencasts, etc.)
- Create and edit multimedia
- Curate learning resources
- Play learning games and engage in simulations
- Participate in online courses
- Use a variety of other online tools, services, social media, and cloud-based environments
- And, perhaps, customize their learning experience with apps

Source: Dangerously irrelevant

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How is your school helping you create a positive digital footprint?

Ewa

Here at our school we use digital tools every day. We use these tools during class, when we are doing our homework and when we have projects. That is why it is important that teachers put effort into helping us with these digital tools. I remember when I came to this school as a first year student August 2012 I had never heard about One Note. It is really a fantastic tool. I can't even imagine going back to using Word and have my files saved everywhere. OneNote makes everything much easier. I have also learned how important it is to check our sources before writing. When I was younger, I always checked Wikipedia and I was done with my homework, but there are so many other websites that are much better. We always have to check our sources at least twice, and when we writing on a project we have to remember to write down our sources. If you want to find out something about any topic, you have to check if the author of the text you are reading is reliable. It is also important not to copy-paste your homework. You might end up getting a really disappointing grade if you get caught using someone else's work. It is called plagiarism and we write more about how to avoid this in chapter 6. School should prepare their students and help them be responsible digital citizens. They should know that there are many responsibilities that follow with our daily use of computers at school and I think I have learned a lot this year. I know a lot more now, and I have a lot of information on how to be a smart net user.

I would like to end by saying that everything we leave on the internet stays there. That's why it is important to leave a positive digital footprint. Everyone is going to start looking for the perfect job after school and I believe the first thing an employee does is actually to check your Facebook profile and other social networks. What you have done in the past might come as an unpleasant surprise when you least expect it to. Just saying!

Develop proficiency with the tools of technology

Dimitrije and Matias

So how do students acquire the necessary proficiency needed to use technical devices and search the internet? Well, I think it is difficult for a student to pass a day without using any sort of technical learning tool. We use them all the time. PC`s, our smart phones, projectors etc. There are several courses where you can learn how to use different software programs. However, pupils in secondary schools manage to learn this while they are using it, both in school and at home. We have also grown up with computers and multimedia tools, so we aren`t completely beginners when we start to use them in school. We do need to learn how to behave

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on the internet. Many people/pupils aren`t aware that they are leaving digital footsteps behind them on the internet, and there has been a lot of cyberbullying cases where the police have been involved. People of all ages can make mistakes on the internet and that can result in an disastrous way and cause irreparable damage. This is very unfortunate especially if they are young when this happens, for example the posting of inappropriate pictures. Once they are on the internet, you can't just delete them and think that they are gone forever. They are stored on the server you uploaded it to and other people can download it and upload it again even if you have deleted it. I know that all of us have a picture of ourselves on the internet we don`t want published in a worldwide commercial. This is a sign that that something needs to be done. And what many people don`t know when they make their Facebook account, is that they actually agree with Facebook's terms of use. Granting Facebook permission to use their pictures in any way they want, even use the pictures in worldwide commercials. Students need more knowledge about using the internet, how to use it with proficiency and awareness. And teachers should be the ones to teach them how because this is such a big part in the school system already.

Cyberbullying is a major problem not only in Norway, but also worldwide. Everyone with an internet connection can be exposed to it. There have been cases in which people have committed suicide because they have been bullied or because someone have published harmful photos of them on the internet. Many people do not think about the possible consequences when they publish something on the internet. Once it is published, it cannot be deleted. It will always be there no matter what you do. These cyber-bullies don't necessarily have to be kids between the ages 14-18. We have seen cases where fathers publish something embarrassing about their daughter or their son. As a result of this, in our opinion, cyberbullying has to be taken seriously and something has to be done with the people who are behind this. You can start by talking about this in class and if you know of someone doing this, you should shout out and make them stop!

Source: EDM 310 class blog, Jackie Gorski.

Deep Learning for Students

Ron Berger in Edutopia: In all of my years sitting in classrooms as a student, in public schools that were highly regarded, I never once produced anything that resembled authentic work or had value beyond addressing a class requirement. My time was spent on an academic treadmill of turning in short assignments completed individually as final drafts — worksheets, papers, math problem sets, lab reports — none of which meant much to anyone and none of which resembled the work I have done in the real world. Although I received good grades, I have no work saved from my days in school, because nothing I created was particularly original, important or beautiful.

Source: Ron Berger in Edutopia

First spotted via Will Richardson on   Read. Write. Connect. Learn.

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Flexibility when learning on the computer:

Heidi

It is many great things about learning and working on the computer. However, I can mention one incredibly great thing I know a lot of people don't think about, that is the flexibility that you can work from wherever you are in the whole world. If you are in Asia, then you can work from Asia. If you don't feel well one day, you stay home, and you can do your school work from home.

It's really great for people who are sick a lot, or for people who have other reasons to be away from school. Like me, I have been really sick this year, and had to stay away from my class a lot. But I have managed to keep up with the homework. Much thanks to the flexibility when my class is working a lot on the computer. Right now, I am sitting in Stavern writing this, a two hour drive from my school. I can do my work, even though I can't be at school. I think we can call that quit EXCELENT.

What most schools don't teach

Haakon

I would recommend that you watch this video: [What Most Schools Don't Teach](#) - Short Film Published on Feb 26, 2013.Learn about a new "superpower" that isn't being taught in 90% of US schools Starring Bill Gates, Mark Zuckerberg, will.i.am, Chris Bosh, Jack Dorsey, Tony Hsieh, Drew Houston, Gabe Newell, Ruchi Sanghvi, Elena Silenok, Vanessa Hurst, and Hadi Partovi Directed by Leslie Chilcott. Executive producers Hadi and Ali Partovi.

Computers are taking over the world, it has changed everything. Our schools, however, aren't changing with it. Today we learn about everything from how to write a short story to how the molecules work. There's one thing we're not learning though; that's programming.

> *"I think everybody in this country should learn how to program a computer because it teaches you how to think."* — *Steve Jobs*

Have you ever thought about everything you see? Everything has something to do with programming. It may not seem like it, but it is true. Your clothes, your school bag, and obviously your computer, all have some kind of connection to programming. For me at least, everything I do can be connected with programming. I think that is a sign that we need to educate the future generation, specifically in programming.

Can programming languages be seen as a foreign language in the same way French and German are taught in school today? From my point of view, programming can be treated like a foreign language just like that, and the fact is; that these languages make basically everything we do possible. If we learn French, we use it to communicate with the people of France and other countries where they speak French. If we learn Objective C we can communicate with iPhone

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users. It is a new way of communicating, and the number of users that you can deliver content to using these languages is astonishing!

If you look back twenty years there were only a small percentage who had access to computers, today the mass majority of the people in the western world have at least one computer at home. This number has grown to a very high number, and it will continue to grow in the coming years.

This is what most school doesn't teach, and we should question: is it something that they should teach us? Should we expect everyone to learn and know how to program in the same way we expect students to know how a food chain works? I think so! Granted, I'm in that field myself; but I think it's really important that people know at least the basics of programming.

> *We need to educate the students for the jobs they'll get. Educate them for the jobs of the future.*

This article was inspired by Code.org.

What is the main difference between your education and your parents' education?

Heidi

This is a tricky question because I don't exactly know how everything was when my parents were in school. I can only think and guess how most things were. I can try to picture them and the systems years ago, but I most likely cannot see the whole picture. In this text I will write about what I believe is true and then I will have my parents look over and comment. I will write what we do in class, what I like, and why I think we work like this.

I believe a lot of things were much stricter before than they are now. I think this is at least one of the main differences between my education and my parent's education. I think many students had more respect for their teachers and the school system 15 years ago than now. Many young people, teenagers, children and young adults have been a little bit spoiled today. They may almost think or a least behave as if the students are the bosses of the teacher. This is perhaps more for young children in elementary school, not so much in high school. But from what I have seen in old movies, the school systems were much stricter before. The students had incredible much respect for their teachers and no one ever thought about being naughty or unreasonable.

One other important difference is the fact that in my school we learn a lot on the computer. We use the internet a lot when we Skype with other classes in other countries, and we also use our

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blog and our Twitter account a lot. We also deliver assignments online and if we want an answer to anything at all, all we have to is type the question on Google and that's all. We do a lot more research online and have more presentations. Working in groups is also something we do a lot. I do not believe my parents could use the internet to find and search for answers. I think they used books and worked a lot alone in a row in the classrooms.

All together I believe on of the main differences between my and my parent's education is that many things was stricter before. The other main difference is that we learn in very different ways. We use the internet a lot to learn and my parents probably read different books and listened to the teacher for their learning.

If students could decide, how would you structure your school day?

Wouldn't it be great if your school day were structured around your interests? Wouldn't it be great if you could work on real life projects that make a difference? Wouldn't it be great if you could study something that you want to learn more about? Students spend their entire day at school and we are living in a world that is not full of textbooks and methods for memorizing dates. This way of learning is not going to cut it anymore. Today we share ideas on a different level. We use social media to interact with others on a large scale. What is school doing in this area? Why do we rely on information from one teacher and one textbook when the whole world is available? Why don't we communicate, collaborate and learn from and with each other. What are schools and teachers doing to promote this?

> *"There is a direct correlation between our old fashioned system, and our scarcity for a love of learning."*

If you could choose? What would your school day look like?
Source: [George Couros](#) and article "[The Need for Innovative Leadership](#)"

Student voice and writing a book in English class:

Heidi

What would you do if no one heard your words or your voice? What would you do if no one bothered to care about your feelings or opinions? You would definitely not make any progress exploring your ideas and opinions, that's for sure.

I think it is extremely important that students can voice their opinions and thoughts. Then they can express themselves, say want they want to do in the classroom, how they learn best and what they think is important and interesting. The fact that I have a voice in my classroom is very important to me. When I have a say in the classroom, the teacher, and of course my fellow students and I, can agree or disagree about something together. We can decide many things together and figure out
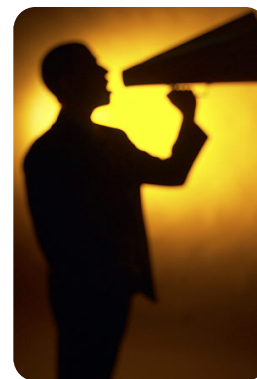
what we think is the best way to work and learn.

I think it is really exiting to write a book in English class. I have never ever done anything like this before, so I enjoy doing something new. And a cool thing is that almost everyone in the whole class is working together. I don't think everyone has worked together before. I feel that I learn a lot when I write on this book, especially because I am thinking about that other people are going to read what I write, not only the teacher.

Choosing to learn about what you are interested in

Marie Ø

The traditional teacher centred classroom is characterized by a tower of thick books and teachers hanging over the students shoulders telling them exactly what to do all the time. During primary school and secondary school, my school days were structured with fixed lesson plans, timelines and almost no space for own choices, ideas or creativity.

When I started at Sandvika High School, I immediately noticed that I was about to be treated like a grown-up instead of a child. Now I am the person responsible for my own learning and performance. There are no eyes watching me all the time anymore.

I'm not saying that I didn't like how the lessons were at primary- and middle school, because I actually liked that I got some kind of recipe for my learning. I was used to it, I never thought that I, as a student, could be able to decide what to do in school. What I'm trying to say is that I think it's all an automatic change from child to grown-up. When you go to primary school, you aren't conscious enough to be left on your own and you are not able to walk your own paths without getting lost. Then you need a teacher to tell you exactly what to do, which page numbers to read, and which tasks to do, to make sure you learn what you are supposed to learn.

In high school, you have grown to be much more independent and you are able to be the responsible part of your learning. In English class we work with the curriculum goals. I think it is an excellent way to work, to take part in deciding what to do as long as you put a cross next to the curriculum goal, indicating you have completed the goal. Why? Because when you are able to choose to work with something you are interested in, topics that catch your attention, the motivation goes up. I can remember several instances when I actually forgot I was doing school work, because the task I was given was so appealing that I almost could have done it outside school. This applies in most cases, students are not fans of doing what others say you should do; we always want to decide ourselves.

In our English lessons, every student writes their own blog. The website works as a place for sharing our thoughts and individual. Nevertheless, it is an extra motivation when in fact the entire world can read what we write, and give us feedback and input in the comment box. I have experienced that some teachers are very conservative and afraid of new

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technology. I find it silly because we are living in the year 2013, and the technological world has taken over no matter what some might think. We are given access to a hidden space of possibilities, and I absolutely think we should take advantage of it because it is a huge privilege that the earlier generations never had. We have to get to know a lot of unfamiliar paths, that is a price we have to pay though.

Example of a typical English lesson we have:

Generally, our teacher gives us one or more curriculum goals and topics, single or combined, and it is up to us how we do it:

Example: we were supposed to work in pairs and combine two competency goals and be creative. We were supposed to have a conversation about something technical and mathematical. In my case, my partner and I chose to have a conversation about our "dream cars", where we asked each other questions using mathematical concepts, such as speed and weight. At the end of the lesson, we were supposed to record it and send it to our teacher. It was a really fun task because we had the privilege of designing our own lesson, not only by a conversation, but by conducting an interview, role play and anything we managed to figure out , our creativity was the only limit.

Having the freedom to work with something you are interested in is very decisive for what you get out of the lesson. I say it based on own experiences. Some school days I am sure it wouldn't matter if I showed up at school, because I didn't participated and didn't stay focused. Moreover, if we work more freely, we can learn a lot from each other contrary to if everyone is doing the same. Students are humans, and every student is different and learns in different ways. That's why school lessons should vary too, because one method meant for all the students, will maybe fit no more than a few.

Improving your vocabulary

Victor

There are obviously many ways you can improve your vocabulary. The way our class is working is mostly by writing blogs on the web. In my opinion, this is a super way to improve our English vocabulary, and I have two reasons for that. First of all you are writing English which is a great way to improve your vocabulary. Second your teacher and other people around the world can inform you about your mistakes and how you might improve you English. So far, I have only gotten positive feedback and this encourages me to write even more English. I include a paragraph from one of my blog posts. I want you to take a look at it because here I write a little about the book project and how I try to improve my English.

"Recently I started on a project about Global warming. Unfortunately, this project will be set aside for some time. We had the option of choosing if we wanted to write a book made by our class or we could choose to write about something related to different competency goals. First I chose to write about global warming which was related to our geography class this year. I started writing and then I started thinking about how cool it would be to say that you have

actually taken a part in writing a book. Therefore, I started working on the book with most of my class mates.

I am kind of sorry for the people that told me they looked forward to seeing the finished result of my article about global warming. One thing I can tell you now is that I will definitely finish the article about global warming, it is just that we need to finish the book project first. The reason for this "drastic" and spontaneous change is that we are in contact with a publisher who are will help us. The script needs to b finished by April 1. Because of this, I changed to the book project so I could help my class.

I am also trying to motivate myself to write more English. The more English I write the better I will become, right? Therefore, I will be trying to write something on my blog every day the next week. By the way, in Norway (probably some other countries to) there is something called spring break. Our spring break is from the 16-24 of February. This is also one of the reasons why I will be trying to write one blog post every day the next week, because I actually have time to do it.

If you could design your own language learning what would it look like?

Amalie

What is the ideal lesson plan to learn as much English as possible and get the best results in your English class? I will discuss this here.

If you want to master a new language, the key is to "live the language" Traveling to English speaking countries will not just help you with your pronunciation and vocabulary, but you will also learn a lot about the culture. Hear, see and look the language you want to learn is the best way to learn a language if it is Italian, Norwegian, English or Spanish. If you don't have the opportunity travel to another country we have to think about what we can do in class.

What is the perfect lesson plan?
I think the teachers' education is central. Maybe every teacher should spend some years in an English speaking country. Another opportunity could be to move the Norwegian teacher education for teachers of foreign languages to other countries. Then the teacher will be surrounded by the language and the culture while they are studying. First of all this would be an interesting and exciting part of the education for a teacher and it would also be a great advantage for them when they start teaching. . Then they also can use their own experiences when they talk to the students about the culture in that particular country.

If I could design my own learning, I would go to a school that offers a year abroad or I might just go on my own initiative.

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If I could design my own competency goals, I would focus on a 50/50 "grammar-conversations" solution. In Norway, we have 5 hours English per week. Following my plan, 2.5 of them should be oral exercises and conversations preferable with students who are native speakers. The next two and a half hours are grammar exercises and writing exercises. Since we do not have many native speakers in class I think we should use Skype to talk to students in other countries. It is easy to talk to students in the UK because we have almost the same time zone. (One-hour difference only) It is almost impossible to Skype with students in the USA especially in California with a 9-hour time difference!

This is a how I want to learn English and how I want to be taught.

How reading improves imagination.

Julia

I admit, reading isn't always fun. But why not turn something that sometimes is extremely boring into something that may be fun and improve your imagination as well? Instead of reading the book your teacher suggests, why not choose the book *you* think would be interesting to read? For instance, your teacher decides that the whole class has to read a science fiction book, and you're not interested in that genre. You would probably have a hard time even starting reading the book, and think how boring it would be for you to read the *whole* book! It would be so much better to read a book that will automatically drag you in to its story and improved your imagination. In addition to that, you would also have a hard time putting the book away.

NO MATTER HOW HARD IT GETS
IT WILL BE WORTH IT AT THE END

Stories from another world, time adventures, different characters, heart breaking stories and magical creatures will open your eyes and your mind, and expand your imagination boarders as well.

Homework or longer school days?

Julia

I don't think there will ever be an agreement between students and teachers when it comes to homework. Wouldn't it be so much better to have longer school days and do the work there, instead of doing it at home? When you're at home you have all kinds of distractions, for instance TV, pc and your comfortable bed. But when you're at school you would have to focus on the tasks and you would not have to think about the homework when you're at home. Doing your homework at school would also be better for your back- you don't need to bring your books home or to school. On the other hand it would be stressful, boring and exhausting to spend your leisure\extra time at school. You would most likely think about coming home and relaxing in front of the TV.

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My English teacher, like myself and probably most of the students, is against homework. On her blog she wrote a post that contained eleven points about why students don't need homework and how teachers can replace it with for example reading for fun or attending a local cultural event. Some arguments against homework: ''Students are learning all the time in the 21st century'', ''for students who travel during holidays, homework may impede learning on their trip'' and '' More homework doesn't necessarily equate to higher achievement''.

3.Preparing your classroom

Keeping students engaged in a 1:1 environment

Ann Michaelsen

Creating Students' Survival Guide to the Web

When using technology it is a good idea to arrange the schooldays accordingly. At our school, we have arranged the day with block scheduling. For the most part, it means no more than one subject each day. When I teach English, my class starts at 8:30 and ends at 1.10 pm, followed by PE, and that concludes their day! It is perfect because we can work on projects without being interrupted all the time. This year we have been working on our book and it is the ideal way to work. However, that does not mean everyone is on task all the time. In a class with thirty students, I usually have 3 or 4 students I need to pay special attention to. In addition, working together in groups can often be very social and pleasant. Time flies and you need to be a time manager to spend your time wisely. I recently wrote a post about the world of Infotention at Voices of the Learning Revolution. This article was posted by Mindshift on the 14th of February. The original article led me to this post Keeping students engaged in a 1:1 project based classroom. I often talk to students about how they spend their time at school and if they plan their work. After a day of block scheduling, I ask them; did you spend your time wisely? Did you get the work done? On a scale from 1 -10 they usually hit a 4 or 5 if they are left to work on their own without the teacher's classroom management.

Useful tip: when you are talking to your class, giving instructions, or when students are presenting, computer lids should be closed! Sometimes the computers are set up to shut down when you close the lid. That is why many students are reluctant to close the lids all the way! I usually ask them to change the setting on the computer like this:

Right click on the icon for power on menu bar bottom right hand side.

Choose Power Options and then select Choose What Closing the Lid Does from the left pane.
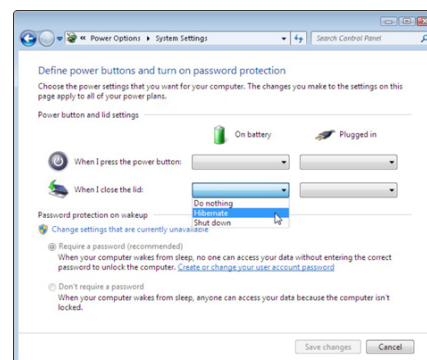
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How we used SkyDrive and OneNote to write this book

Erling

When we wrote our book we shared a document in OneNote, so everyone could read and edit the texts and articles in the book. The document synchronized itself and when I created a SkyDrive account, it was very easy to update the book quickly. The only thing I had to do was to sign in to SkyDrive with my Microsoft account and click on the shared document. Since everyone in our class has a pc with Microsoft Office, everyone can work like this. If you have a Mac or if you don't have the Microsoft Office you can still use the web version on Skydrive.

Since we have a boy in our class who has a lot of knowledge about digital tools, we have not experienced any technical problems in our project. Using the internet when writing a book like this is very important. It would be difficult to work without the internet. Without the internet the document could not be synchronized and we could not post our texts in the book when we were working on it, we would have to send it to one person who was in charge. Writing like this makes it possible to see how the book is being written while it is being written. We also put the link on the internet and everyone who commented on our work could see what we were writing.

Writing in the same document

David

There are many different ways for two or more to write in the same document. You could all write in a Word document and then share the updated document in a group on Facebook. The downside with this method is that if two people write at the same time, one of the updates could get lost since you are making a new document instead of overwriting an old one. An alternative that we are using a lot in our English class is "Google documents". In this shared document anyone with the link can read and write. That way many students can write in the document at the same time. When you write a sentence in the document the sentence pops up on the screen of all those who are writing in the document within a tenth of a second.

The other way to write together is using Microsoft OneNote with SkyDrive. You can send the document link to whomever you want and they can make updates in the document. After a few seconds, the update will be synchronized to the other collaborators' OneNote. You can even download it to the original OneNote software on your computer. That way you can work on the document when you are offline, and it will synchronize the minute you are online again. Another advantage with OneNote is that you do not have to save your document. OneNote saves everything you do the instant you write something. OneNote is a great application to write notes in class and is especially great if more students write in the same notebook. This book has been written using OneNote.

Taking notes in the same document could be both a positive and a negative experience. We have done several experiments in our class regarding writing in the same document. When we were taking notes from lectures with Google documents we found out that taking notes in the

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same document was very messy. The page synchronized so quickly that my notes scrolled out of my view before I could finish my sentences. It was very annoying to scroll down every other word. A reason for that might be that we were 15 students writing together at the same time. In OneNote you can choose when you want to synchronize so you could write your part and then synchronize. Another downside is that when you are done taking notes a lot of people would have written the same as you have. Then you have to rewrite all the notes and that could be time consuming. The upside is that someone else might write something that you did not think of or from a different perspective.

Writing in the same document is mostly positive. When I am saying writing, I mean that you are doing an assignment or project together with another student. Google documents, OneNote and SkyDrive could be very helpful tools. You can write from any location if you are online, and our team members would see the update the minute you made it, that way you all see what has been done and what has to be done without having to send several different Word documents. That way you do not have to think about downloading the right document or uploading the document when you are done writing for the day. It is easier to put the pieces of work together because you always know what has been written and can therefore tailor your text to your group members' texts. That will help you save a lot of time in the end.

In my opinion Google documents would not work as great in project writing. It has fewer functions and updates all the time.

The perfect phone for teachers:

Matias

Teachers around the globe believe that the use of cellphones between students should not allowed during class. Especially in elementary school, this was very strict and if you dared having your cellphone in your pocket instead of having it shutdown in your schoolbag, you risked having it taken and a message home to your parents from the headmaster. But, time has passed and in high school, the teachers seem to be more relaxed about pupils using their phone in class. The phone technology has also evolved the last 3 years, and now we are using smartphones. Smartphones are not only used as phones to send text messages. We use it as a multi tool we carry with us everywhere. We use it as an advanced calculator in math, there are dictionaries out there in every language you can imagine, and it is a great tool to check your homework and organize your school week.

The perfect phone for a teacher must be a phone where he/she can collaborate with the students over the internet, working in documents and communicating with everybody in a way that works failure free. However, if the synchronization is to work smoothly, everybody should use the same operating system. Then the question goes further to "what operating system should the class use?" Well, there are three main systems, which are used on smartphones today.

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Android, Apple iOS, and Windows OS for phones. The most used operating system today is Android closely followed by iOS and then Windows. iOS is good, but it can be difficult to edit different file types like Powerpoint and Word with it and it does not support as many functions as Android and Windows. So if you want to edit documents together, make presentations and write in Word documents Android might be the best choice because it has a software called Polaris Office which is specified for editing the Microsoft Office package and Google documents. Android is also open source, which means that if you cannot play a video on your device, because the file type cannot be played, you can just download a launcher or a media player. iOS only takes one specific movie file type which can become pretty annoying some times.

Source: http://www.geek.com

Preferred device; book, tablet or PC?

Matias and Kent-Inge

Since we started to build schools around the world, the most common used learning tool has been the famous "book". Actually, the book has been around for some thousands of years now and we are surprisingly enough still using it! Students today go home with their heavy books in their backpacks every day. Why haven`t we done anything with this yet? The technology is here now and it`s time to do something about it.

Many schools are now using computers as a note and net surfing tool, but the curriculum is still read in the books for most classes. Some schools have tried to put all the curriculum and book texts inside electronic tablets. Many of the Students at school think this is great learning tool. Everything is in the same place all the time. You don`t have a heavy backpack anymore and it`s very compact as well. There are however some downsides with this electronic tablet. It needs power, so you have to charge it all the time, there is always a risk that it may crash unlike a book. Some people might have problems understanding the OS of the tablet as well. Many are also complaining about reading from a screen. They say their eyes hurt when reading from the screen and it`s much more comfortable to read from a book.

Kent-Inge

What if your school said: Next year, we will invest in tablets instead of traditional books. Would you like to rely on a tablet to prepare for a test at school?

I thought about if it would be very cool to get a free tablet at school. I asked my classmates and half of them would and the other half would not replace books with tablets. I have never tried it before, so it is difficult for me to say. But I think it would be great if you are reading a short text, but when I am reading for a longer time I think I would be very distracted. I see many positive sides when you are looking for stuff in Google with your tablet and then take notes on a computer or pencil and ark.

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This is how I'm feeling when I am doing my homework.

I mean a book and pencil is not enough, a computer and books is still not enough, but better. What if we only had a tablet to research and a pencil to take notes? Some tablets in the marked today are even better than the computer I am writing on right now. But when you have to turn in an assignment to your teacher? Most tablets don't have the original Microsoft Office software.

My recommendation is a tablet, pc, pencil and real book. Then you have everything you need and two screens + a book and something to take notes with. But that is a heavy and expensive. How many devices do you really need to do homework?

You don't really need a setup like this for doing homework. It's hard to say what is best, tablets or books. I think there is not one answer to this question, because some like tablets better and some don't. If a school is considering switching to tablets, I think they need to have traditional books as an alternative. I will try to read my home and schoolwork on a tablet, but I still think there is the problem of being distracted. When we wrote this book, we wanted to make it in an electronic version too. We think more people will buy our book if is an eBook. It is easier for us and it easier for the readers to find our book.
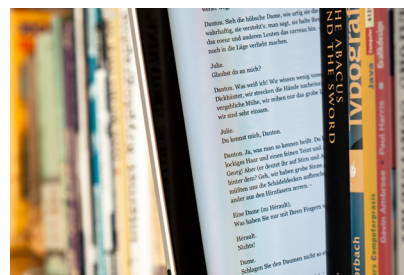
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If your school has equipped you with an iPad and electronic textbooks you should be really happy. That's the future! At my school we got computers and a ton of books when we started, do not misunderstand what I'm saying; I think that is great, we're really lucky! The usage of technical devices is good. However, it can be used much better. In this post I will submit a proposal, and I will describe how I think we can get a better learning environment and learn more than we do now.

First scrap the computer, and burn the books. The debate goes on and on about the greenness of an e-reader compared to a paperback book. I think it is better and easier with an e-reader. Instead of dragging 4 books to school, with a weight of 1-1,5 kg you can take your e-reader that weighs about 300-600 grams.

When talking about the greenness of a computer + books compared to an e-reader there is no question what's the greenest. If you have a computer and an e-reader, the e-reader is greener, just because it's less hardware. It is a lot greener using an e-reader than one computer plus 10 books. Of course, I am not talking about any e-reader and device; I'm talking about the new iPad Mini or the regular iPad. The ecosystem of the iPad is really good; you have so many apps and what I like to call eBooks++ (eBooks with multimedia). In the US many schools have already deployed iPads and it works great! I think students will learn more, and enjoy the learning experience much more. I think teachers will benefit from moving from big laptops to smaller devices, they have more control but still the students have a more enjoyable way to learn.
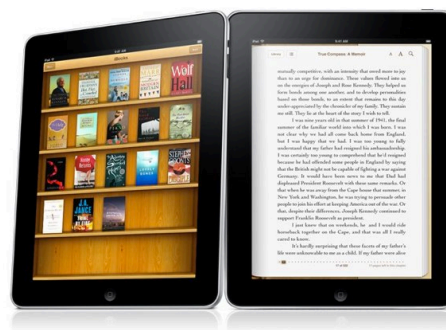
They will be able to do tests in the "One App" mode that is on the iPad, I do think that this feature needs an introduction. I think a good solution would be that everyone uses the same app and when launched the teacher could see who had the app open and once all had it open the teacher could set the iPad in "Test Mode". With "Test Mode" you would not be able to go back to the home screen. The teacher could also set it to "Read Mode" were the teacher specifies the book and pages the students have to read and basically that works just as the "Test Mode" you are not able to go out of that book. You could also implement that into watching videos; "Watching Mode". After they had read or watched they could get some control question to see if they followed the video.

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With these modes, the teacher has a lot of control and still the students are free to do whatever they want when they have time off. There are many apps just for learning in the App Store; many of them are really good!

Apple also has the iWork package available on iPhone & iPad, which is basically Apple's Office suit. One thing I miss is an OneNote like app. We use OneNote for taking notes at my school and that program is one of the better and nicer looking Microsoft apps. I only wait for "iNote – Notebook for iPad". Despite the fact that Apple doesn't have a better note-taking app than the one that comes preinstalled, there are a lot of good note-taking apps in the App Store. One question remains, why don't school implement it right away? I think they think that it is too expensive, well let's do the math:
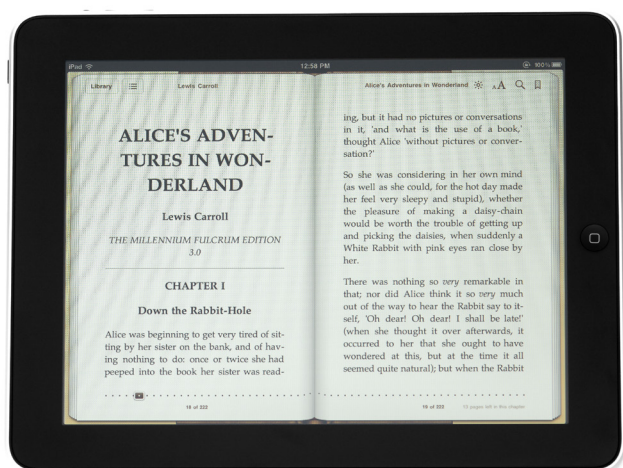
I go to high school, there we get one computer and around 10 books, here is how that is financed: We get a scholarship from the government for all three years of 950 kr, according to Google that is about $165, if we get that for three years we will have gotten $495 ($165*3). All of it on our computer, which means we pay $495 for the computer. Now to the books, we have around 10 books, each of them costs about 400kr total cost of the books are then 4000kr in USD this is about $666 The books can be used for around 5 years, when I go to the next grade the ones who goes to the grade I'm in now get the books. If we then divide $666 on 5 years we get $133, but I go to high school for three years, therefore we need to multiply $133 with 3 years, that equals to $399. That means that the total cost of the computer and the books are $894, lets round that down to $900.

The total cost of an 16GB iPad Mini is $329, and the 4th gen. iPad is $499. And the textbooks cost $15 each. If you did the math you found out that 10 textbooks equals to $150. $150 * 3 years will be $450. That means that the complete cost is $499+$450=$949. Again lets round that up $950. That is actually cheaper than the total cost of paperbacks + a computer.

In reality it is the same price, therefore I do not see the problem with implementing iPads in schools. I talked to one of the IT-guys at my school and he told me the last part of the puzzle is getting the publishers to make e-books. Why won't they do that? Well, they say they will be making less money. That may be a valid point, but I think that the money they save on logistics, publishing and producing will make up for that. There's no reason today to assume that kids have to use the same tools that they used in 1950, in fact to do so is to prepare them for a world that has already passed.

Click here to go to Apple's "Apple In Education" website.

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> *There's no reason today to assume that kids have to use the same tools that they used in 1950, in fact to do so is to prepare them for a world that has already passed.*

That quote is exactly right, we do not need to use the same techniques that we did 60 years ago. Why do we still use that, I can't find an answer too that. I think all schools should really consider buying iPads and e-books for their students, that would not only be better for the students and teachers, it would also benefit the environment greatly! Save the world by making learning engaging and fun!
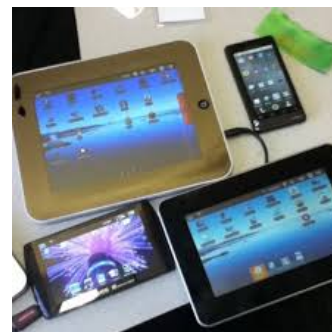
Which tablet is the best for a student?

Kent-Inge

Tablets are a new technology that make you learning new and more exciting. Students have book in every subject and that makes their bags heavy. What if all your books were digitally saved in a 600 gram tablet?

You just swipe your finger to change pages and it's easy and comfortable to read a table. It's easy to take notes on a tablet too. You can take a screenshot of your "page", and edit in an app. A tablet has long battery life and is always there when you need it. It takes less than a second going from sleep-to-wake mode. You can easily synchronize your work to a computer and continue working there.

There are however, some negative sides to using a tablet compared to a laptop and traditional books. First, it is a touch screen. That means no keyboards. If you want to you can buy a keyboard for any tablets like this IPad above.

I have tried this keyboard, and I missed an important concept, the touchpad. You still need to use your finger to control your iPad, but that does not give you the same feeling as a regular pc and keyboard. Tablets are very thin and light, and are not strong like a computer. In fact, it's just a huge phone.

My opinion is iPads are very expensive and not an adequate workstation. The Apple iPad does not allow inserting more memory, or easy and quick searching and synchronizing. Android and Windows devices allows this. Android tablets like Google nexus 10 by Samsung, Samsung galaxy tab 2 10.1 and Samsung Galaxy note 10.1 are my favorite tablets. Samsung tablets gives you the

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newest technology, better screen resolution and the freedom to do what you want to do in an easy and quick way. The latest, Note 10.1 also has a Smart-Stylus integrated to make quick notes, drawing and editing pictures. Note-tablet makes it possible to split your screen, and can be very useful at school and work.

We also have the brand new Windows 8 tablets. Microsoft's Surface is the most exciting option in my opinion. Surface even comes with a keyboard! I have not tried it, but it looks very nice and clean. I think this is a typical company tablet. You can write on your computer, sync to a tablet and phone and continue from there.

My conclusion is that a tablet can be useful and practical to read and work on. To write longer texts can be a challenge but there are many alternatives. For me an Apple iPad is not enough. Microsoft is new and expensive, maybe not a tablet for everyone. Unlike Apple and Microsoft, we have the open source and best price Android devices. The absolutely best one today is the Samsung Galaxy note 10.1 but it is still too expensive. Therefore the winner tablet for a student in my eyes is the Samsung Galaxy tab 2 10.1

Students' reflections on distractions

Rohit

 How easy is it to get distracted during a lesson? From my experience, it is incredibly easy. Since I now have my own computer, and we continuously use it as a learning device, let's be honest. We all have Facebook open while the teacher is trying to teach. When someone sends us a message, we have to read it. Things like this distract us, but why don't we just shut the computer down? Because most of the time we are not interested, and how can you as a teacher keep us interested? Well, try to vary the way you organize your class. Don't lecture for 45 minutes! Let the students ask the questions and do the research! That way we learn, not you! *Be professional, by letting go!*

Erling

 Every day I check the internet and my Facebook account to get updated if something has happened. I think I get very distracted by this when I am doing my homework. One of the first things I do when I come home from school is to check my Facebook account and talk to my friends. Every time this happens I think `` I am only going to do a quick research``, but its ends in a different way. I start talking to one of my friends and suddenly 30 minutes has passed by. I always manage to do my homework, but this is one of the most important reasons why the work takes so long time. Without the internet I work much more efficiently more concentrated and the work gets done faster. When I practice for a test I turn off the internet to get more focused and my work has been more effective. I think it's very easy to waste your time on Social Media and I am not the only person who has this problem. Everyone especially young people are spending a lot of time on social media and it has become a problem.

4.Seven steps to connect

Some words from the chapter editors

This chapter was very interesting to work with and we thought it was fun to be in charge of a chapter. We think the chapter is very relevant, and we also think it can be very useful to many. Therefore we enjoyed working with it.

The people who have written in this chapter are Hanne & Karoline, Stein, Erling, Haakon, Heidi, Dimijtrie and our teacher Ann. Hanne and Karoline have written a text on how to use the tool ClustrMap on your blog, and a text about how you can profit from collaborating online. Stein has written about how to use Twitter and Erling has written about how to make a Facebook group and how to use it in class. Haakon has written a text about how to set up your own blog, how to set up an RSS feed, and how Marie, Silje, Haakon and Ann used Twitter to collaborate when planning what to do. Heidi wrote a text about how commenting on blogs helps us and how we can learn from others this way. Dimitrije wrote a text about how to set up a Skype account. Ann has written a lot of texts in this chapter, and a lot of them are about what teachers can do to connect more online and some are about tools to use online.

We have contributed with writing texts about how to easily start a Twitter account and how to use different tools to collaborate online. We have also written another text about how to use Facebook carefully, but that text is in chapter six. We have also written a text about RSS feeds since Google Reader will not be available any longer.

To sum it all up we think this chapter is very useful and that there are many good texts in it. Many teachers and students are not familiar with all these tools and websites and how to use them, so we hope and think that this chapter will contribute to make it easier to connect online.

Might this digital age hold the possibility of bringing us closer together?

Source: [DMLcentra, Connected Learning, The Experience of Education Reimagined](#)

In this chapter we will guide you and show you how to get started on your journey.

Why is a network important?

Ann Michaelsen

What is a PLN and why is it important? A personal learning network is just like the network of teachers you work with at your school every day. If you are a student, it is the other students in your class. Every day you meet up for work or school, and most days someone will help you in

Chapter 4 - Seven steps to connect

your learning. You could say that in a traditional school, the colleague sitting next to you is the one you ask for help or the student sitting next to you is the one you work with. With social media the picture changes. Now you can ask almost anyone regardless of where they are. I assume students do this when they are doing homework. When they hit an obstacle, they ask a classmate or friend. They do this on Skype, one to one, or on Facebook, one to many. It is the one to many model that really is the personal learning network we will look at here. If I'm planning a lesson at home and need help, I could call or email a colleague or someone I know. That might work but it is not likely something you would do. When you are at work, you can share material and teachers are usually great at sharing lesson plans and ideas. The personal learning network online is taking this sharing up a notch. It is being able to dip into this vast universe of experts in every imaginable field. It is being able to listen to conversations and use only what you think will work in your class. For students it is just as important. It is expanding their horizons getting different viewpoints on difficult issues. Being able to see what others are talking about. When there is a conflict somewhere, why not follow what people are talking about in the country where it takes place. You can listen to the radio online, yes, but why not talk with someone there? There are so many possibilities for both teachers and students today. Together we should be able to open the world. Thirty are smarter than one. In addition, imagine being able to ask thousands of experts when you need to!

We will explore the following in this chapter: Twitter, blogging, RSS feeds, Skype, Quad blogging, Facebook and Nings. There are many other ways to connect as well, but for me these have been on top of my list. We will start with Twitter.

Before you get started, one word of advice. This is a bumpy road. You can compare it to taking up running for the first time. Your goal is 10 K and you are anxious to quickly reach your goal. First time the tempo is slow and you quickly feel exhausted. All you want to do is give up after a few minutes! Don't! Keep at it, get out there! Slowly you will see results! It is really worth the effort but building a personal learning network will not happen overnight! You might have heard experts like Will Richardson say that they use Twitter instead of search engines. The answers they get there are more reliable. Sure, when you have 34.000 followers, you will get answers. When you have 100 or 1000 that might not always be the case. Be patient you will get there! You probably will never get 34.000 followers! That is for the few! But you will slowly build your own personal learning network of people you trust and who find great articles and lesson plans they share. Some say Facebook are the friends you grew up with, Twitter are the friends you wish you had! Even if Will Richardson does not follow me, I follow him. I am always learning. The unexpected side effect of social media and personal learning networks for me is that I read a lot more now. Not only articles and blogs online, books as well. My learning network is constantly suggesting new literature on connected learning and 21st skills. And reading on my iPad is easy and cheaper than buying paperback books. I read a lot these days!

This chapter aims to help you get started and to point you in the right direction. As you progress, you will find a lot of information on building your own personal learning network. Believe me, if you search online, you will find a lot of information. For now, start slow. You will soon get the hang of it if you persist. Another word of advice! This is a book for teachers and

students. As you both get started, I'm sure you will have questions, and I'm sure something we think is easy, might seem complicated to you. If you follow this rule you will be ok: Ask your students, ask your teacher. Together you are dynamite! There is no doubt about that. Together you will figure it out! More info on starting found here at Powerful Learning Practice.

How will a network benefit you later in life?

Kasper

If you manage to build up a network early in life it will almost always benefit you later.
If you have friends around the world attending different colleges and universities, starting your own career or achieving something you can't manage on your own, will be a lot easier. People are almost always willing to collaborate with you, especially if you treat people with respect and show politeness and interest in their life and what they are doing.

In our class, we have a teacher with a world-wide contact network. This has an effect on our way of learning. For example, we collaborate with students in Alaska and Massachusetts in America, and in Lesotho in Africa. These projects are expanding every student's network, which can, and hopefully will, help us later in life.
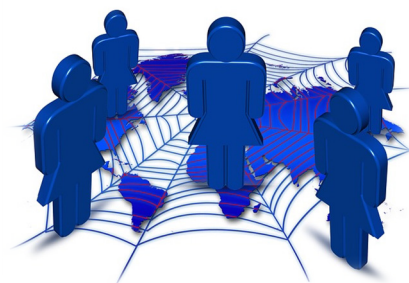
I began this segment by saying that a network will almost always benefit you in life. I said "almost" because there might be some drawbacks if you don't follow the rules. Like in politics when a minister has close relations to a business manager and therefore by law is unable to grant funds to that business.

A network can be useful when applying to schools, for example Harvard. If you know a professor at Harvard, getting in will be a lot easier. When applying to Harvard you send in your résumé and a selection of professors look at it and write an evaluation on whether it seems like you have what it takes to get in or not. If they think you have what it takes, your application will be sent on to a more thorough evaluation. When choosing among the hundreds of resumes they usually choose the ones that stand out. If you know one of the professors in this selection he/she might choose your resume even if it doesn't stand out. This might sound like corruption, but in the private sector, it isn't. This is because Harvard, as many others, is a private university, which isn't tied up to the same regulations as the community colleges.

Another example is when you are starting a business. When you are trying to start a business it is important to be ahead of your competitors to gain respect in the business world. To stay ahead you might need help from people with other talents than yourself. If you have a large network, finding people who can help you, will come a lot easier than to someone without a network. Friends could help you set up a website, advertise your product and maybe help you expand your customer group. If you have a network, it will grow almost by itself. For example if you ask a friend a favor and he can't help, he might have another friend who'll be able to help you.

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A network is not all about receiving services; you will have to give some as well. Helping others is good in several ways. One of them is that they hopefully are willing to return your favor. Another one is that by helping other people you will often end up trying something new, which gives you experience, which will benefit you later if you are to do something similar.

1. How to start a Twitter account in 5 easy steps

Katinka and Ingeborg

Here is an easy guide on how to make a Twitter account and write tweets. Twitter can be used in many different settings to connect and share.

1. Go to http:// Twitter.com
2. Fill in your name, e-mail and make a password.
3. Then click "register".
4. Chose username and create an account.
5. Now Twitter will give you a quick user guide.

After creating an account, you can start Tweeting. This involves following people, writing tweets, sharing photos and connecting with others.

To make a tweet you click on "Compose new Tweet" and then you just write in whatever you want. In your tweet you can also tag other people or things by writing @ and the name for instance. Here's an example: @annmic.

Twitter

Stein

The microblogging service, Twitter, is a social network were you can read and send out "tweets", but you only have 140 characters to write whatever you want to your followers.

It is not only popular for people like you and me, but almost every celebrity has a Twitter account where they tweet about their everyday life to millions of followers. Twitter was created in 2006 by Jack Dorsey. It rapidly gained worldwide popularity, and in 2008 it had 5 million registered accounts. In 2012 it has over 500 million registered users! In addition, Twitter is daily updated by 340 daily tweets, as well as 1,6 billion search queries every day!

Twitter Inc. could not make it easier for you to make an account. Anyway, I am going to give you a step by step guide on how to make a Twitter account. Just follow these five simple guidelines, and you will be seeing yourself inside the microblogging service in no time!

1. Type in www. Twitter.com in your web-browser. You will then arrive at Twitters' home page.

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2. You will see two boxes. One is for those who have an account, to log on. The other is for people who wants to create a new profile.
3. Type in your full name, an email-address and a password. Then click "Sign up for Twitter".
4. It will now take you to a new place where you register a username. It will also give you some suggestions if you do not have a clue to what your username should be. After you have decided what your username is, I recommend you to look through your information to see if it is correct. When everything is as it should, press "Create my account".
5. Now you have made yourself a Twitter account and you can start following people and writing tweets. If you have any questions, there is a guide on the left side that will help you.

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When you start with Twitter, you want to use a good web page. I have listed 3 different options you have in this article. To go to their websites simply click on the illustrations. The obvious choice is Twitter.com and your webpage will look like this:

Hootsuite

Gives you a good overview of your Twitter feeds. It is a webpage and you do not have to install anything on your computer, it has a version for iPhone and iPad as well. The page looks like this. I have my home feed, but also a column for mentions, sent tweets, favorites and all the hashtags I am following.

Tweetdeck

Is a program you install on your computer and start up. It looks a lot like Hootsuite. If you try the settings menu, you will find these handy shortcuts.

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How to for teachers

Ann Michaelsen

Starting your work with Twitter

The first thing you want to do is to start following other educators. I am sure you have teachers at work, educators you have heard speak at conferences and authors of educational books that you would like to follow. The easy way to follow others is to search for them online. In Google you write: "name of the person and on Twitter" like this: "Will Richardson on Twitter".

This is the result you will get:

Will Richardson (willrich45) on Twitter
https://twitter.com/willrich45 Share
The latest from Will Richardson (@willrich45). Parent, author, speaker, instigator, blogger about the Web and its effects on schools, education and learning.

When you click on the link, it will take you to your Twitter page and give you the option to follow him and see who he follows. If you hear about someone you would like to follow this is an easy way to do so. In addition, there are a lot of lists and pages where you can find other educators online.

1. Twitter 4 Teachers Wiki started by ed tech specialist Gina Hartman. This wiki is organized in content teaching areas so that visitors can connect with Twitter users who teach the same subject(s).
2. Educators on Twitter is a Google Docs Spreadsheet started by Liz B. Davis. The list is constantly growing as new additions are added almost daily.
3. Twitter for Teachers is a wiki started by Rodd Lucier with the purpose of educating teachers about the use of Twitter as an educational tool and as a professional development tool. You may want to check out who the contributors to the wiki are and follow them.
4. Find people you really think have something to contribute in the discussions; good advice is to follow them as well as the ones they follow!

Now you are on your way to having your own personal learning network!

Retweets and mentions!

When you start using Twitter you have several roles to choose from depending on now active you plan to be. Some of the alternatives involve acting like a lurker, a curator, or on top of the ladder: a contributor! When you start, you can concentrate on reading tweets from other educators, people you follow and popular hashtags. When you see something interesting, you might consider retweeting, that way those who follow you can see it as well, and you can read it later. If you read an interesting article or blog, you might send a tweet with a link to the post and mention the author's name as well. That way they will know you liked what they wrote! It is

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always nice to show you appreciate someone's work. It is also a good way to start a conversation. It is when you start having conversations on Twitter that it starts to be interesting. But no worries. You have time to start slowly, spend 10-15 minutes each day until you get the hang of it! It is important to know that that the effort you put into this has a direct effect on the result. If you do not spend much time on this, it will seem useless. If you do invest your time and your passion, you will be rewarded! It's fun when you start recognizing people online and start talking! Even more fun if you get to meet at a conference later! It is amazing how well you can get to know each other just by exchanging ideas and lesson plans! Social media and meeting in person at conferences is a great combination!

Hashtags

When writing this book we started to share links and ideas using the hashtag #1stfbook, that way we could share with everyone. We might find interesting pages related to our topics and this wasa an easy way to share with everyone. Like news about the brainstorming program Wall Wisher changing name. Using a hashtag in Twitter is smart because it is a way for you to reach a wider audience. When you start, you most likely have no more than 50 followers. Besides, even if you have 50 followers it is unlikely that they read everything you Tweet. Especially if you, like me, follow many educators in the USA with a 6 - 9 hours' time difference. The best way to reach a larger group is to use hashtags. Many countries have organized educational chats on specific days. Like #edchat in the USA on Tuesdays and #ukedchat in the UK. Using hashtags means you are reaching a large target group as well as those who are following you. It is a great way to find others interested in the same topics as you and to find people to follow as well. Another great way to use hashtags is when attending a conference. Alternatively, just as beneficial, when not attending a conference! The hashtags allow you to participate and learn about the trends and ideas that emerge from that particular conference. You do not have to be there to learn. Look at the conferences' website and you will find the hashtag they are using!

Hashtags for teachers:

This link has many great places to learn about Twitter: http://pinterest.com/esheninger/ Twitter-resources-apps-and-tools/

Every Monday night on Twitter, teachers who work with English-language learners connect with one another to engage in hour-long discussions and debates that unfold in 140-character tweets. At 9 p.m. Eastern time, #ELLCHAT, co-hosted by two education consultants who specialize in working with ELL teachers, kicks off with the topic du jour.

Source: <http://blogs.edweek.org/edweek/learning-the-language/2013/01/ell_teachers_connect_and_learn.html> Education week.

Twitter lists to follow for educators!

General Education	Administrators
#Education – General Education	#cpchat – Connected Principals
#edchat – General Education	#edadmin – School Administrators
#educhat – General Education	

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#ntchat – New Teachers #curriculum – Curriculum #k12 – K12 Education #passiondriven – Passion Driven Educators	
Subject Areas #artsed – Art Education #arted – Art Education #engchat – English Education #mathchat – Math Education #musedchat – Music Education #sschat – Social Studies Education #socialstudies – Social Studies Education #scichat – Science Education #langchat – Foreign Language Education #historyteacher – History Education #physed – Physical Education	Education Levels #earlyed – Early Age Education #preschool – Preschool #kedu – Kindergarten Education #kinderchat – Kindergarten Education #elemchat – Elementary Grade Educators #midleved – Middle Grades Education #highered – Higher Education
Specialty Areas #edtech – Technology in Education #edapp – iOS Apps in Education #ipadchat - iPads in Education #ellchat – ELL Education #esl – ESL Education #gtchat – Gifted and Talented Education #spedchat – Special Education #sped – Special Education #isedchat – Independent Schools #elearning – E-Learning #librarians – Librarians #tlchat – Librarians #library – Librarians #stem – STEM Education #flipclass – Flipped Classrooms #gbl – Game Based Learning #1to1techat – 1:1 Learning Environments	Issues #edreform – Education Reform #ptchat – Parent Teacher Issues #parenting – Parenting #bullying – Bullying #cybersafety – Cyber Safety #dyslexia – Dyslexia #adhd – Attention Deficit Hyperactivity Disorder #infolit – Information Literacy #literacy – Literacy #profdev – Professional Development #commoncore – Common Core Standards #ccchat – Common Core Standards November Learning #nlearning #blc13

Source: November learning

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Communicate with authors

When reading a novel or short story in class it is a good idea to look up the author on Twitter. This year we did so with Amy Tan reading her short story "Two kinds" and I am pleased to see that she is now following me on Twitter and sharing my lesson plans. To me that is an acknowledgement that what I am doing in class is worthwhile.

This year the students had a choice of seven novels to read and one of the choices were Miss Peregrine's home for peculiar children. See details about book in chapter 10 lesson plan. As usual, the students write about the book on their blogs. They write their thoughts before starting to read, first impressions after reading and a final review. One of the students posted a question on her blog, and I found Ransomrigg's Twitter name and sent him the link. As you see, he took the time to answer her question. Since all the students have a Twitter account it is easy to share with the students! Since most living authors are on Twitter, it turns out to be a great way to find answers to your questions. You might find the answer on the web using Google, but getting the answer from the author is of course a lot more accurate!

Use Twitter to follow a conflict or a special event

When something happens, you might try to find more information about the event online. Most likely, you will try Google. Have you ever thought about using Twitter? I follow several international newspapers and I am always quick to get the latest news. If something is happening, like an earthquake, a meteor, a conflict, you will probably be able to find a lot of information on Twitter. In your Twitter software, type a keyword in the search area. Use the name of the country; see if you can find new information. You might even answer a Tweet as well. Perhaps arrange a Skype meeting for your class? There are many possibilities here. People are in general very cooperative when it comes to helpings students and teachers.

More reasons why teachers should use Twitter

1. **Together we're better**
   Twitter can be like a virtual staffroom, a place you can step into when it suits you.
2. **Global or local: you choose**
   Always nice to have people you might meet and exciting to follow those you know distance will prevent you from meeting in person.
3. **Self-awareness and reflective practice**
   Teachers on Twitter share reflections and support and challenge each other.

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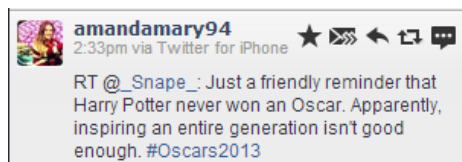
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4**. Ideas, workshop and sounding board**
> Twitter is a great medium for sharing ideas and getting instant feedback.

5. **Newsroom and innovation showcase**
> By following leading individuals and organizations, Twitter users can stay right at the bleeding edge of innovation and creativity, and literally be among the first to know when a new product is launched, article is published or opinion is voiced.

6. **Professional development and critical friends**
> Twitter is also a source of healthy debate and your followers might not always agree with you.

7. **Communicate, communicate, communicate**
> Expressing yourself in 140 characters is a great discipline. Most likely you have written a post on a blog and are sending a link with Twitter. Or sharing a link. It is an art to be precise and concise!

8. **Getting with the times has never been so easy!**
> We need to be able to speak the same language and inhabit the same communities (both real and virtual) as our students in order to motivate them and relate to them. Twitter is anything but complicated!

Adapted and moderated from **source**: http://instablogg.com/gm_rfU

Twitter lists

There are other ways to informed on what happens without following thousands of educators. It is not Hashtags, but lists. There are many great lists made by educators who know who to follow. You can see my lists here:
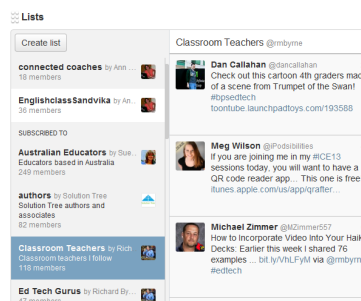
Twitter messages used to work on project

While working on this project we have used Twitter to cooperate with each other. This is an easy way to connect and can be very useful. All you have to do is send a tweet and you get a response from the person whenever they feel like answering. It's simple to send a tweet, and since people spend much time online they will probably answer the message fast. Here is some examples of our Twitter-conversations:

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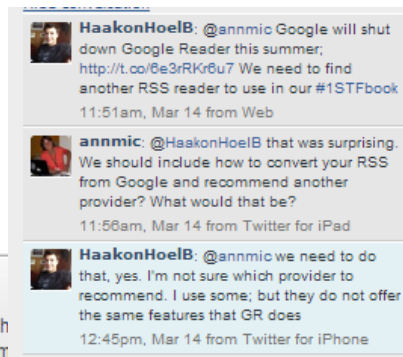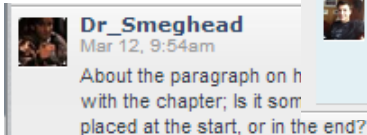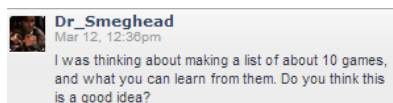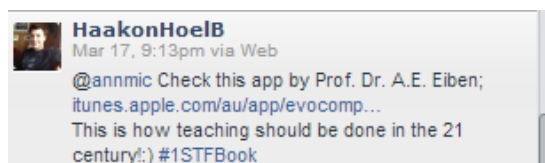
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2. Set up your own blog

Everybody can help someone else get better at something. Might we each have a part to play?

How to set up a blog using WordPress -step by step

Haakon

In this text I'll guide you through the steps on how to make and publish your own blog using WordPress, which is the blog service I recommend. You also have other options as Blogspot.com and Blogger.com, the setup process is relatively the same, but with a few differences. Lastly, you can choose to host your blog on your own website, you can still use services like WordPress. Hosting on your own domain is the option I would go with if you're serious about "blogging".
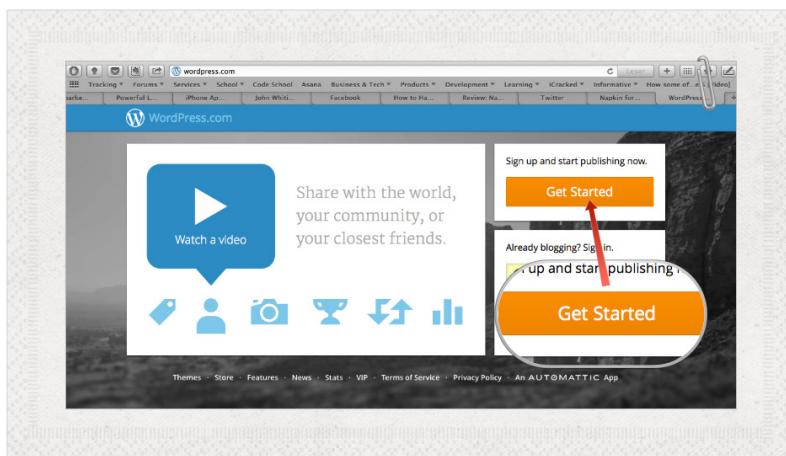
Now let us set it up!
Go to www.wordpress.com and click "Get Started".

Fill out your mail & password. Then choose a name for your blog. Finally choose whether you are going to host it on ".wordpress.com" or ".com" (and more more).

Press "Create Blog" and your blog will be created!

Find your way to your "Dashboard", and voilà!

Now that you have your blog up and running you can start blogging!

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1. Go to www.wordpress.com , then press the orange "get-started" button.
2. You will be asked to fill out information and make your own url. (example123.wordpress.com)
3. Your blog is ready to be used. All of the settings ++ you find on the dashboard
4. To change your blogs appearance, simply click on *appearance* and then choose what you want to change. Wordpress.com has thousands of free themes you can choose between, I can guarantee that you will find one you like.
5. Click on posts and then add new to write a blog-post. If you want to add pictures or videos you click on the *add media* button. It's important that you use this method to add pictures, instead of the usual "copy-paste" method, because then the pictures won't always be turn up when others read your post. To publish your finished post click ***publish.***
6. Once you have learned the basics I recommend you explore the sidebar. Practice makes perfect!
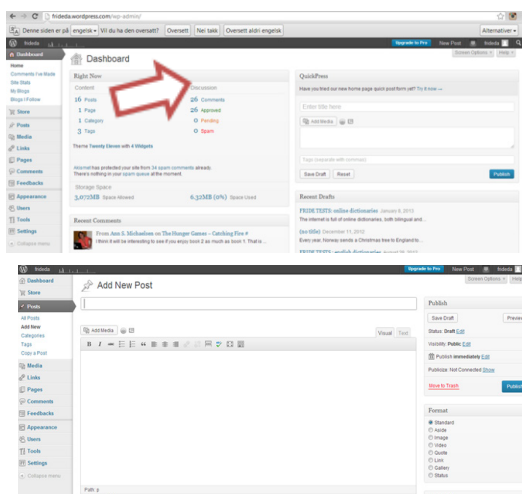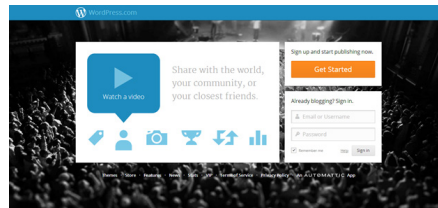
*O*ne more tip; Remember that you might have to approve the comments you receive for them to be visible on your blog. That can be done under comments. (You can change this in the settings)

Tutorials

Still not sure about how to do this? Take a look at this webpage. They offer a lot of help and video tutorials as well! WPBeginner. offer free video and written tutorials for all of the basics and then some. On WP Beginner you can find everything from how to change your default font size to the pros and cons of theme frameworks to how to create a forum within your WordPress blog.

Source Free technology for teachers.
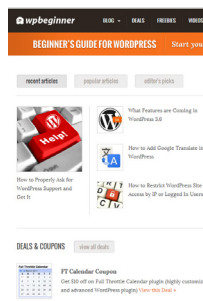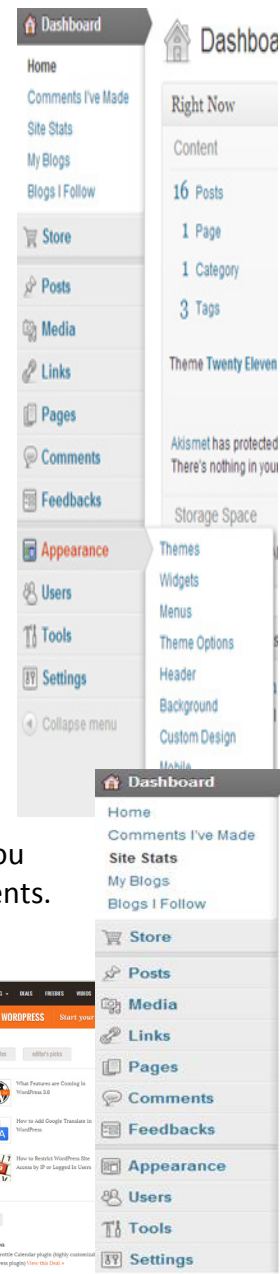
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ClustrMap

Karoline and Hanne

ClustrMap is a great tool to use on you blog. It's a device that helps you track your viewers. You get to see where your viewers are from and as the time goes by you can see how many people have read your blog from all over the world. It will add a red dot to the map that you have on your blog every time a reader is registered. The larger the dot, the more people from that area have read your blog!

Now you probably wonder how you can get this fantastic tool on your own blog. It's really easy.

All you need to do is follow these easy steps:

Go to www.clustrmap.com

1. When you enter the page there is going to be a box were you can write your blog's URL, you also need to write your e-mail
2. You will receive an e-mail with a link you need to press to activate your account
3. You will get a password and a code you need to use in your blog (the code will vary depending on wich blog platform you use)
4. Now all you need to do is to go to your blog's dashboard and find out where to embed the code
5. If you are using WordPress
   a. First press appearance, then widgets and then find the one that says "text".
   b. Pull the widget to the right and then put the code in.
   c. Update, and now your all done.
6. If you are using blogger, this is how you do it:
   a. Press "layout", on the sidebar menu.
   b. Press "add a gadget".
   c. A window will pop up, and choose, "HTML/JavaScript", and paste the code in.
   d. Press save, and update your blog!

Hope this gave you a better idea on how to use ClustrMap and that you will use it on your blog.

The picture is a ClustrMap from our teacher's blog.

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Add links to your blog

Ann Michaelsen

As a teacher, when setting up your blog you might want to share the links to your students' blogs as well. It is a great way to promote their blogs and help them get more comments.

This is in addition to the RSS feed that you need to keep up with when your students write new posts. Setting up links on your blog is more for sharing with others and for sharing with the rest of the class. I sometimes use this as a list when I want the students to comment on each other's blogs. Comment on the blog of the two students listed below your name for instance.

Student blogs

- Alida
- Amalie
- Cathrine
- David
- Dimitrije
- Erling
- Ewa
- Fride
- Haakon
- Haakon B
- Hanne
- Heidi Elisabeth
- Ingeborg
- Julia
- Karoline
- Kasper
- Katinka
- Kent-Inge
- Marie

Using blogs to write in class

I recently read [Shelley Wright](#)'s post [I used to think](#) and related to how I work with my class, I noted this paragraph:"I used to think the essay was the Holy Grail of the English classroom. Now I honestly believe it's one of the least useful forms of communication I teach, at least in the 5-paragraph essay format. I still believe it's important for my students to be able to persuasively argue, but now they learn how to do it via *[blogging](#),* social media, and using visual and audio formats."

I introduced blogging as a way of writing to my first year high school students this fall and they have eagerly been writing since the end of August. One thing that strikes me when trying to comment all their posts is this: They are writing a lot, long texts and more texts then required. Why? Probably because they like to write and because they are motivated by knowing, they have a wider audience. It is no longer students writing for teacher only. It is students writing for other students in class and in addition, we sometimes manage to get comments from students in other schools and in other countries.

Blogging has great potential

Shelley Wright writes in a [previous post](#): *"*Blogging has the potential to reach and influence many. Furthermore, it has greater potential for being a life-long skill. Isn't that our goal in education? People from all walks and professions blog for the purpose of teaching, creating, and informing. A number of my recent Masters courses didn't require papers; instead, they required blogging. Why? Because blogging is the new persuasive essay. If we're trying to prepare our students to think critically and argue well, they need to be able to blog. It allows for interaction. It allows for ideas to be tested. And the best posts anywhere in cyberspace tend to have a point that can be argued.".

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Some simple steps to improve the students' writing

1. **Spelling mistakes** should be avoided! I advise students to write their text using Word and then paste it into their blogs after using the spell-checker options. Sometimes they spend a long time writing on their blogs and that is another reason I recommend using Word or OneNote to write in first. That way you won't lose your work if the internet is unstable. If you use the blog program to write there are spell-checking options in the Browser. I use Google Chrome and the built in spell-checker extension. Everyone should do the same!

2. **Peer review.** Not only for content, but helping each other with language structure, grammar and spelling. When writing for a publication or reports at work, you usually have someone look over your work? Students should practice correcting other students' work and writing in teams. Teachers should arrange to give tasks where students work together, do the research together and end up writing on the same post. Goal: Assess and comment on your progress in learning English. Express yourself in writing in a varied, differentiated and precise manner, with good progression and coherence. Use a Thesaurus Extension to vary your vocabulary. If you are unsure about your word choice install "Lookup definitions online". Firefox or Chrome.

3. **Work on grammar** exercises found here. Concentrate on areas you know need improving in your writing. If you often make mistakes with concord make it a rule to look for that before you publish. Perhaps a friend in class can help you! Read about subject verb agreement.

4. **Only use pictures you are allowed to use.** Wikimedia commons is a great place to find images, sounds and video you can use in your blog. (thanks to Ulrik for showing me) Flickr: creative commons is one. Google image search: Choose Google Advanced Search, and be sure to click for: Usage rights: Free to use or share!

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How to write a great blog comment

Ever since my students started to write blogs I have stressed the importance of writing comments. I am a part of the "Voices from the learning revolution" and I know good comments on the posts are appreciated. As we try to teach students how to be prepared for the future I am certain writing blogs and comments are skills they would benefit from excelling at. Comment writing is something of a new art form, and some comments are great and some are horrible. I don't know any bloggers who don't appreciate comments, in addition you can leave comments: on Facebook walls, news articles, photos, videos, and more.

1. **Determine Your Motivation** - why are you writing?
2. **Provide Context** – start by saying what you are commenting on
3. **Be Respectful** – you shouldn't say anything you wouldn't say in person
4. **Make a Point** – don't say you love it but why you love it and it's even more important to make a point when you disagree
5. **Know What You're Talking About** – save your time for commenting about things where you can actually say something useful
6. **Make One Point per Comment** – a comment should be just that — a comment — not a manifesto.
7. **Keep it Short** – keep your comments short.
8. **Link Carefully** – don't link to your own page unless it adds value to the conversation
9. **Proofread** – proofreading is important because if you have a lot of typos or misspellings, it undermines your authority

Source: (Grammar Girl)

Heidi

What would you have learned if you wrote on your blog, but no one commented? If you handed in an English paper, but no one would read it or gave you feedback. Would you improve your English language, get tips, or more information? No, you would not.

The fact that you can comment on a blog is pretty much like getting feedback on a paper you have written. Other random people with perhaps other experiences can give their own opinions and information so you probably can see things from another angle. In addition, you can get tips and feedback on what you write. When other people comment, sharing their opinions or give you advice on what you can improve, you can learn something from them. I really think so. Imagine that I am,

English school blog

This is my English school blog. Feel free to follow me on twitter.

Map
293 Visitors
4 Sep 2012 - 6 May 2013
ClustrMaps
Click to see

Twitter

By TwitterButtons.com

Totalt antall sidevisninger

1,155

onsdag 8. mai 2013

SOCIAL INEQUALITY

One person is different from another person. People are different and people change. The thing is, you can't see that one the outside of a person, you rarely can't look at a person and know his or hers story. However, in this article, I will tell you a little bit about my views, thoughts, experiences and opinions on how literature or movies can make us more aware of social inequality, past or present. I will use examples from a movie we saw in class today called "the blind side" and from the book I read a couple a weeks ago called "the Hunger Games".

Humans need experience to get wise, smarter, see solutions and basically to do almost everything other things in life. To get friends, jobs, know what to do when a problem rise and to know how to act around other people. Children need a role model. They need someone to learn from, experience things from and someone to look up to. I have had a really nice childhood, incredible many great

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sitting here in Norway and that some people in Africa can read and comment on this. The world has become incredibly small. I believe this is quite amazing.

You have to remember that not everyone will agree with you. When you blog you have to be open to several different opinions on what you have written. Someone may like it and someone may not like it. That is just the way it is. It is one thing when someone does not agree with you, but I know some people who write blogs have a problem with the fact that some of their readers write mean things to them. Many top bloggers have this problem because people write ugly things about them, about what they wear, what they write and other stuff. The best thing would be to not pay attention to these comments and to not take this personal. Some of these bloggers take this very personal; some of them lose their confidence. This is not very nice. If you don't have anything nice to say, well, then do not comment. It is okay to have another opinion but not to say that people look ugly or that they are stupid.

All together I think commenting on blogs is a great thing to do. It is a fantastic way to learn things from others and to get feedback and to improve yourself. But don't write mean things, there is no point in doing that. Just give positive feedback and state your own opinions. In class we call it 2 stars and a wish. 2 things you think are great and 1 area that could be improved.

Edublogawards

Hanne, Ewa, Karoline

What is it?
Edublogs is one of the most popular education blogging service. With Edublogs you are able to create your own blog, customize designs and include photos & videos. It is safe and really easy to start with.
There are Edublogs awards and there are many categories you can take part in.

Here are some of them:

Best individual blog
Best group blog
Best new blog
Best class blog
Best student blog
Best ed tech / resource sharing blog
Best teacher blog
Best library / librarian blog
Best administrator blog
Most influential blog post
Best individual tweeter
Best Twitter hashtag
Best free web tool

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Best educational use of audio / video / visual / podcast
Best educational wiki
Best open PD / unconference / webinar series
Best educational use of a social network
Best mobile app
Lifetime achievement

When is it?

Nominations for the Edublog awards start in November. The voting starts early in December after a jury has chosen the best blogs, the ones you can vote for. Voting is only open for a week, and each IP-address can only vote once a day. It only takes about two days from the voting is closed until the winners are proclaimed.

How to participate?

To participate in the Edublog Awards you need to be nominated. Anyone can nominate, and in our class, we decided everyone should nominate each other. To nominate, you have to write a post on your blog. You have to write who you nominate, and which category you nominate them in. There are a wide range of categories, for example best student blog, best teacher blog and best librarian blog. You also have to link to the blog, and to the edublog awards. You fill in a form at www.edublogawards.com and after some time the nominees will be chosen, and it will be open for voting.

3. Set up an RSS feed

Ann Michaelsen

If you have followed our steps, you and your students should both have a Twitter account and a blog account. If you want your students to write on blogs, you should as well. I think that is very important. Teachers should be examples for the students in writing. Another great value of blogging is that I always have a lesson plan to use. Not matter what I do or which class I teach. I can always find a lesson plan that I made that will be good to use again. When you have posted on your blog, it is easy to find it if you search. If you rely on your LMS, what you did in one class will be in an archive and you have to locate it and reactivate it. On your blog you search for it and you might choose to stick it on your front page for a while. In WordPress, you will find this option under Visibility: Public - Stick this post to the front page. As you see, you also have the choice to password protect a post. Might be handy if your students are reluctant to have many readers before they get comfortable with writing blogs.

When you and your students have started you have to read your students' blogs,

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and in most cases, you should offer a comment. (see post about setting up your blog and commenting!) To be able to do this on a regular basis our advice is that you set up an RSS feed.

I try to check my RSS feed two times a week just to be sure. It might look something like this:

RSS made easy

Haakon

What is RSS?

- What do you use it for, and why?
- How do you set it up?
- Different options/services
- Gather all the feeds from the students' blogs
- Often you can just copy their main URL and your service will find the feed for you. Otherwise you'll have to look it up (or get the students to send it to you)

> *In this article I'm going to write about RSS, what it is, how you can use it and the different services you can use to gather all your feeds*

RSS stands for "Rich Site Summary"("often dubbed: *Really Simple Syndication""(Wikipedia)*), and that is what it is; It is a summary of a specific page (often used on blogs and news sites). That summary can be the whole article or just a small part of it, depending on the host. For those of you who are very technical, RSS is essentially formated XML. RSS allows you, the user, to have everything in an organized way. The real benefit of using RSS is that you do not have to manually check all your favorite websites yourself, the new posts just comes to you. "It just works"

By now you know what it is, but how can this benefit you, both as a teacher and a student? First, you can gather it all in one place, the feeds from your students that is. It is a little work to set it all up, but when you have it up and running, it works like a charm. No more browsing around, just have everything gathered in one simple environment. Having this in one place will save you a lot of time, time you can use to help your students. Although you most likely will have to manually, go into the blogs themselves in order to comment, this is a good way to keep track of your students' work. As for the students reading this, you probably have a few sites you check into regularly. Using an RSS reader can be the best way to keep track of "everything". Back to the teacher, you can get the students to set it up themselves and then give them your address. Maybe you can put their homework or the lesson plan on your website.

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Two RSS Readers

Ingeborg and Katinka

First Haakon had already written about how to use and set up a Google Reader. Unfortunately, Google decided that the Google Reader should no longer be available; so then, we had to adapt and find other similar alternatives. We tested five different sites that were similar to Google Reader, and we found two sites that we thought were the most user-friendly and easiest to use; feedly.com and pulse.me.
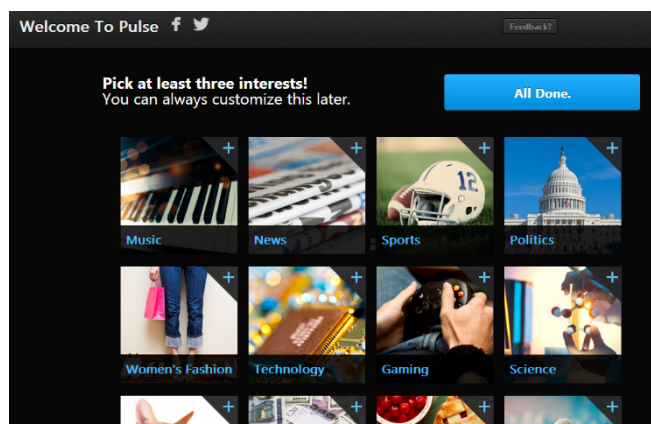
Pulse is an easy site to use and most people would probably manage to use it. It is very easy to make an account and it´s not so technological and advanced. To sign up you just have to write your full name, fill in an e-mail address, and make a password.

Then you can start using it by first choosing at least three different topics, like sports, music or fashion. When you have chosen some topics related articles and texts will show up.

You can also follow blogs and other sites you like to read and you get a notification when the blog or site has been updated. It´s possible to make different folders to sort the sites you follow. It would be smart to make a folder with your students' blogs!

We would recommend this site to everyone, technologic or non-technologic people. It´s all free and the site is also made as an app for apple and android.
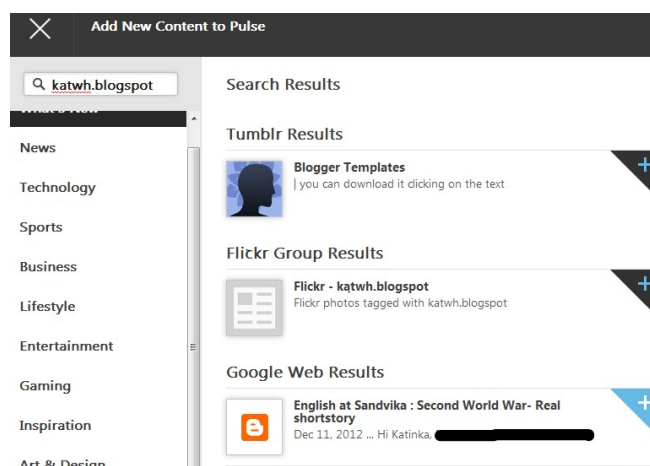
Heidi

I have tried to use Feedly.com as an alternative to Google Reader. We looked at several alternatives, but personally, I think Feedly.com was one of the best alternatives.

Feedly.com was easy to install on the computer but most of all Feedly.com was easy to use. For many people, perhaps those who are not experienced in using technology, many websites can be hard and complicated to use because the website is too messy, not organized, or just not user friendly enough. Feedly.com was not messy, it was user friendly and not complicated to use. I think most teachers and students will understand Feedly.com.
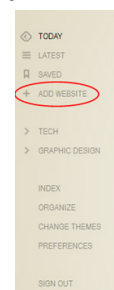
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The design on Feedly.com was classical and intuitive and you could change the colors to whatever colors you like. That is probably not that important but I think it is nice to have a color and a design that is stylish but yet classy, a design that you like.

When you have installed Feedly.com and you want to add web sites, you only have to click on **+ ADD WEBSITE** on the left part of the screen. If you don't find it, look at the picture.

When you click on + ADD WEBSITES, a picture will pop up on the right part of the screen. Now all you have to do is to type the site or article name you want to follow or find in the search area.

4. Make a Skype account

Dimitrije

As you already may know, Skype is a quite popular freeware that allows you to video call, voice call and chat with other people regardless where on the planet they are. Skype has made many lives easier and better in a way that it connects people and makes them closer to each other like never before. All you need is a computer with a web camera, and in case you want to talk, it would also be suitable to have a microphone and a pair of speakers or headphones. This is a minor problem as most of the laptops today have built-in cameras, microphones and speakers.
However, let's get back to the topic; this is how you can set up a Skype account:

Firstly, go to https://www.skype.com and click on the "Join Us" tab which is located at the top right corner of the website.

Proceed to fill in information about yourself in the empty fields. Some fields (the one with stars (*)) have to be filled in, they cannot be left empty. Such fields are your name, your last name, as well as your e- mail address, your Skype name and your password.

When you are done stating information about yourself, make sure to double-check that everything is right and that every single field with a star (*) is filled.

Click on the "I agree - Continue" tab at the bottom of the page.

Now that you have created a Skype account, the next thing you need to do is to download and install Skype on your PC. This can be done on Skype's website which is listed above. You can
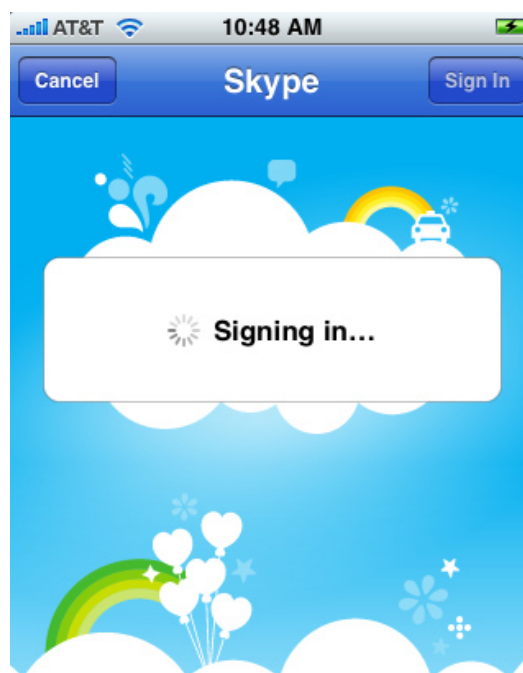
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simply download the software by clicking on "Downloads" on top of the Skype's web page. And you don't have to download Skype on your PC if you don't want to. There are many platforms to choose between such as tablets, smart phones and even TVs.

As mentioned before in the text, Skype is a free software that lets you talk to anyone - anywhere. What I forgot to say is that the person you want to talk with needs to have a Skype account as well. However, Skype can also be used to make calls to landlines or mobile phones, which will cost you money. Skype to Skype is a much better solution!

Skype for educators

Ann Michaelsen

You have several choices when it comes to finding educators to Skype with. You probably have some people you follow on Twitter and perhaps some you follow on blogs as well. You might have met some on school visits and you might have friends who teach in other countries. Regardless, using Skype is a great experience for teachers and for students. One thing you need to think about is time difference. It is difficult for me to Skype with students in the USA. On the east coast, the time difference is 6 hours and in California, 9. The day is over in Norway before it begins in San Francisco. We are better off Skyping with the rest of Europe and Africa.

Skype in the classroom is a great place to find projects and partners. Log in with your username and password and browse the different categories. It is easy to find someone who wants to work with you and your class. The difficult part is probably to make the time for this and engage the students in the work. Why not browse this page with your students and see if you find topics everyone would like to learn more about. If you do not find anything start your own project!

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Some words from Skype

When writing this book we asked for feedback from our PLN and one of the answers we got was from Skype in the classroom. All the answers are in chapter 9 but here I have some answers to questions regarding teachers' use of Skype in the classroom.

What do you think about using more digital tools in school? Can it help students learn and is it motivational?

Yes, I truly believe that technology can have a very positive effect on students' learning experiences. Skype in the classroom is a wonderful example of this. Skype in the classroom connects students to the world. It allows teachers and students to overcome many barriers (time-zone barriers, cultural barriers, language barriers and financial barriers) and access knowledge that was otherwise inaccessible to them. It can teach students to look at subjects from new perspectives and motivate them to aim higher and visit the places that they see on Skype in real life. They can also speak to inspirational guest speakers on Skype and set new life goals for themselves thanks to these experiences.

Do you have any advice to teachers who want to start using Skype in the classroom?

Be curious and imaginative when using Skype in the classroom. All you need to sign up to our free service is a Skype ID and some great ideas for some Skype lessons. You can either set up your own lesson or search for existing lessons on our site that you can join. When creating a lesson on the Skype in the classroom website always remember to include an interesting title, a good lesson plan and a captivating image which will appeal to your target audience. Set goals for yourself - do a Skype call with every country in a given continent by the end of the school year or invite five different scientists into your classroom via Skype. Become a positive Skype in the classroom community member and make new friends with teachers from across the globe. The more you give to the community, the more you will receive from it.

How many teachers use Skype to connect do you think?

We have over 55,000 teachers registered on Skype in the classroom and the numbers grow very rapidly on a daily basis, we love seeing new members join our community.

What is your strategy to get more teachers to use Skype?

It is important for teachers to see that Skype in the classroom connects their students to the world, which we demonstrate to our members on our website, Facebook and Twitter feeds on a regular basis. Once teachers have the technology in their classroom, the whole world is at the tip of their fingers.

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5. Sign up for Quadblogging

Ann Michaelsen

There are many ways to find teachers and educators online. Sometimes it is good to have some organized help. Now that you and your students are blogging, it would be fun to have more readers and more comments. I know the students in my class appreciate comments and it is actually a great way to learn as well. When you know many people are reading your blog you think twice about posting something without being sure it is accurate and reveal your sources.

I have used QuadBlogging twice and it is a great way to connect. This year we are working with two schools in the US and one in the UK. Four schools writing and commenting. It is a great way to be sure all your students get comments. Make a plan and a list. You want all your students to participate and all your students to comment as well. Usually everyone comments on one school, one week at a time. Go to their website and sign up. It is free, fun and easy!

6. Make a Facebook group

Erling

A first-year student at Ryerson University in Toronto who has been accused of cheating after helping run a Facebook study group could get expelled from school pending a hearing by a special committee. This happened in year 2008, around 5 years ago. The person who created the group was Chris Avenir and he thought the allegations were completely ridiculous. At that time we didn't have much knowledge about Facebook and other digital tools. Now (in year 2013) a lot of students have made a Facebook group where they discuss and help each other. Much has changed since 2008 and we all have more knowledge about using social media to collaborate. If this had happened today, I think the reactions would be even stronger and the decision would be changed. I think to discuss the test in a Facebook group is the same as sitting at a cafe and talking about the test. The only reason why they thought the action was illegal, was because the group was via the internet. Before a test you should prepare the way you want, and the schools should not worry if the preparations happen online. Of course you
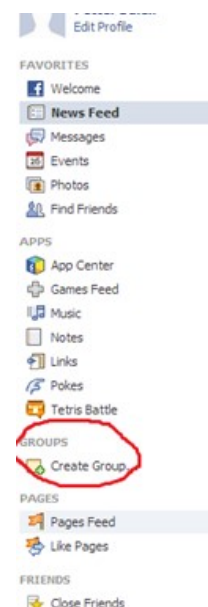
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have to be aware of what you publish online, but if you publish topics about school, nothing bad can happen to you. It is impossible to cheat if you use a Facebook group before a test and therefore the teachers do not need to worry about that. I would rather think a Facebook group and information on the internet is a good tool to help the students to prepare, help each other and get inspiration.

In our class we have made a Facebook group where we help each other and answer questions if someone in the class needs help. Facebook is a very useful tool if you use it in the right way, especially if you have a Facebook group.
Here's an easy guide on how to make a Facebook group. A Facebook group can be used in many different settings to connect and share.

Sign in to your Facebook account at www.Facebook.com

1. At the left side on the page (under the groups heading) click on ``create a group``.

Select a name for the group and choose which people you want to add in the group. After that you choose the privacy of the group. That means if other people could see what you publish in the group or not. As you can se in the picture below, you can choose between open, closed or secret. Our Facebook group is secret. Only students in our class can see it. Sometimes that makes sense.

Once you have created a Facebook group you can add posts to your group, edit and delete documents and share photos.

In our Facebook group, we share documents, notes and help each other like when we are preparing for a test the next day. The greatest advantage with a group like this is that our teacher can join the group and we do not have to be friends with our teacher on Facebook. Then we can ask a question as a post in the group and the teacher can answer the question. This is also an easy way to communicate and its makes a better atmosphere in the class. In our group there are often questions like ``what is the homework for tomorrow? `` And then one of the students will comment. Someone is always willing to help, and in a group of 30, there will always be one who knows the answer. This group was made on the initiative of the students and in this group we don't have any teachers.

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How to make surveys in Facebook groups

Catrine

Facebook has recently upgraded some of their features! The "ask question" button on the toolbar now allows members in the group to vote! Any member can make a survey regarding what they choose. This tool is very useful to gain knowledge of members' points of view, abilities and requirements. The pictures below easily demonstrate an example of this.

How would you like to be graded in oral English?

- ☐ Recordig a conversation between fellow students. Teacher is grading.
- ☐ Normal presentation in front of the class.
- ☐ Converastion with Ann (Not in front of the class).
- ☐ Activity in class.
- + Add an answer...

Like · Comment · Follow post · about a minute ago

✔ Seen by 4

How would you like to be graded in written English?

- ☐ Write about optional topic   +2
- ☑ Blog post
- ☐ Work with optional project that covers all competency goals. Ann is grading.
- ☐ Exam

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7. Join a Ning

What is a Ning? **Ning** is an online platform for people and organizations to create custom social networks, launched in October 2005. Ning offers customers the ability to create a community website with a customized appearance and feel, feature sets such as photos, videos, forums and blogs. The service allows customers to charge for membership directly within their Ning Network. As of June 2011, Ning has 65 million monthly unique visitors globally on its platform. **Source**: Wikipedia.

In Norway, we have a Ning for teachers called: "del og bruk". A teacher at our school Ingunn Kjøl Wiig initiated it. They have more than 9500 members!

Nings are great places to learn what is going on, getting to know other educators and to take part in discussions.

The Future of Education is a great Ning with a lot of information and interesting debates. Steve Hargadon is the founder of

this Ning. They have a Future of Education interview series and discussion community. I recommend that you look there. Fortunately, for Europeans all the interviews are taped and can be watched at your convenience!

The Educator's PLN is called the Personal learning network for educators. Thomas Whitby created this Ning Network.

Classroom20.com, is a social network for those interested in Web 2.0, Social Media, and Participative Technologies in the classroom. They offer many great discussions, and it is a good way to find and connect with colleagues. They have over 70,000 members from 188 countries! Classroom 2.0 is a free, community-supported network. They encourage those who are "beginners" to join and find it a supportive comfortable place to start being part of the digital dialog.

They offer many forums where you probably will be able to find answer to most questions you might have working with technology in class.

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Students' reflections

How can you profit from collaborating online?

Hanne and Karoline

There are many ways to connect with students and educators outside your classroom. Twitter, Skype and blogs are the most common ways of connecting. This is a great opportunity to collaborate with people from across the world.

Twitter is a social media tool, used by people of all ages and from all over the world. It's a microblogging service where you can express your thoughts with 140 characters. You can use Twitter to express your feelings, you can write your political opinions, and most importantly, connect with others with the same interest or the same opinion as you. This is why Twitter is so valuable. Many teachers and professors share their teaching methods that you can use in your own class. You can also find students who share their thoughts on learning in class.

Skype is another way to get in touch with people. If you use Skype, you will be able to have video conferences with other teachers and their students. You will be able to discuss different issues and it is almost as if you are in the same room. That way, you can have conversations with other students who will become your friends and you can share experiences and knowledge. There are so many interesting people out there, and think about how easy to meet them via Skype!

Figur 1 Skyping with students in China

Imagine you are working on a project on the Alaskan natives. You may have many questions, because you do not know much about the topic. In addition, as we all know, information on the internet may be incorrect, or just difficult to find. You can simply search for people on Twitter from Alaska, or people who know a lot about this subject, and try talk to them. You can even arrange a Skype meeting, where you can ask your questions. This is why Twitter is great! It is easy to find people, and it is an informal way of talking and exchanging information. Sometimes Skype is difficult because of the different time zones. That is why Twitter is great.

We have tried using Skype in class ourselves. We had a video conference with a class form Lesotho. This is pretty far away from Norway, and I believe many of us learned a lot from this experience. Most of us have never been to Africa, or seen an African school. Many Norwegians have an image of Africa being poor and completely destroyed by war. However, the kids in Lesotho had a great school. With the help from our school, they have computers, and those who needed it most have been given uniforms and shoes as well. Both Norwegian and African students probably learned a lot from each other, by asking questions.

Chapter 4 - Seven steps to connect

Different ways to collaborate online

Ingeborg and Katinka

Have you ever used digital programs like Skype, Blogs, or OneNote sharing in a school settings? You may not know, but these programs can be very useful in active learning and to collaborate with your own class or others. In this text we have written about how you can use these different programs in many ways to connect with students and teachers.

Skype is made for those who would like to keep in touch with friends, classmates, or people all over the world. You can also use Skype in school settings to collaborate and talk to other students in other countries. On Skype, you do not just have the opportunity to call somebody, but you can also have a video conversation where you can see the other people. Another good thing is that it´s totally free to use. Here´s an easy guide on how to use Skype:

Go to http://www.skype.com/intl/en/home , and download Skype free. When you have created an account, you can start connecting with other people who also have Skype. You can then use Skype in many different settings, like if your class is cooperating with another class in another country. This is an example we have tested in our class. Our teacher Ann talked to a teacher in South Africa, and made an appointment on Skype with her class. This way you can use Skype to learn about another culture and how the school system is there. You can also use Skype to connect with friends and classmates, for instance if you are working with projects or preparing for tests.

Another way to collaborate with others is to write on a blog or read blog posts. By writing blogs, you can write texts and get comments on how you could improve your writing. It´s also easy to share thoughts with others, and see if they have something to add or if they agree with you. By using **BlogSpot.com** or **Blogger.com** you can read other blogs and different texts, and perhaps comment and get some inspiration from the texts. We have used this in our class by writing school blogs, where we have written different texts about different themes.

Sharing documents in OneNote is also another way to collaborate with other classmates or groups from your class when working with projects for instance. Here you can share information, ideas, texts, and projects. First, you have to download OneNote to your computer. Then if you want to share documents with other students or friends, you have to make a SkyDrive account here https://skydrive.live.com/ . When you have created and downloaded these programs, you can start working by creating documents and maps in OneNote. Alternatively, you can start working by creating a document and then share it with someone else. There is no limit to how many people you can share the document or folder with. When you have shared a document or folder, you can start or continue writing, and as soon as the other person/persons you have shared it with is online, they will see the changes you have written. If they write something on a document they share with you, you can see what they have written.

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5. Gaming to learn

Some words from the chapter editor

Ulrik

In my spare time, I play a lot of computer games, and I am quite frustrated by the views many people have on gaming, and how the violent games have taken all the attention of the media. So when the idea of making this chapter first was mentioned, I did not hesitate putting my name on it. Working on it, has been extremely interesting and exciting. Using games for learning is something I truly believe in, and I hope that teachers out there can see the potential as well.

Ulrik

In today's school, books still dominate the classrooms. And even though computers are becoming more common, most schools are still far away from reaching the "technological dream". The question I will try to answer in this chapter is whether computer games can be a part of this dream, and become one of many ways for students to learn.

The not very successful beginning

Video games have been around for quite some time, and in the last decade, we have seen that games have become a common and extremely popular form of entertainment. However, games have been met with words like addiction and violence, and a huge amount of skepticism. What people seem to forget, is that playing a game is something you do for amusement, just like reading a book or watching a movie. Just like you can read a book, or watch a movie, for learning, as well as entertainment, you can play a game.

In 2012, the US department of education released a game called "Trace Effects", designed for learning English. So clearly, the idea of using computer games for educational purposes has been thought of, and even tried out. Our class did try the game out, and we found that it was poorly made, and we never seemed to understand exactly how we were supposed to learn English more efficiently by using it. However, it did at least show that someone, somewhere, had picked up this idea, and probably done their best trying to make it happen, and I would think spent a lot of money on it.

So why was «Trace Effects" not a huge success? Why were we not thrilled by being allowed to play a game in class? First of all the game was not particularly entertaining, it was actually a bit frustrating due to browser problems and lagging. However, the biggest reason is probably that it could simply not match a normal game made by more famous game studios, nor match the experience of a movie. It simply felt like a waste of time, both from an educational and entertaining perspective. Trace Effects has proved that making a good game for educational purposes, is extremely difficult. It is not hard to understand why the department of education

Chapter 5 – Gaming to learn

has reservations about spending huge amounts of money, that is needed for making what could become a good game. Trace effects is simply an example of what happens if you try to make a game, without really knowing what to do, how to do it, and not wanting to use lots of resources on it. Still, does the idea of using games for educational purposes end with Trace Effects?

Interest, inspiration and understanding

There are several games out there, that can be used for something students often have a hard time finding in school; interest, inspiration and understanding of a subject. This can sometimes be achieved by watching a movie. An example could be history class, where watching a movie like Downfall, could be ideal for making the students get an image of how it was like in Berlin at the end of World War 2. The same could be done with the right type of games. An example could be the Total-War series, where you control your nation in different time-periods, depending on which game it is. Games like Total-War could give the students an image of how it actually looked like on the battlefield. Being able to play through the battle of Waterloo might just be the inspiration many students need. Another interesting thing to do is to play a game in a foreign language, and use it for language learning. In games, you also have to understand what happens in order to move one. So you are forced to pay attention, which could be great, especially in science and social studies. All this depends on whether it is the teacher who plays in front of class, and explains, or if the students play on their own.

When learning about politics, history, geography and the connections between these subjects, there are several other games that could help with the understanding of how diplomacy and trade works, and even why countries declare war on each other.

(A battle in Napoleon TW, taking place in Spain between French and British troops.)

Civilization is one of these game-series, and is probably one of the best ways of getting insight into these subjects. In the game you are, like in Total War, trying to control your civilization. Instead of being forced to play, let us say the Napoleonic Wars, you are starting your civilization from scratch. The first thing you have to do is build your first city, explore the surrounding land, and meet other nations.

The game is turn-based, and each turn lasts about ten years in the beginning, and as your nation discovers new technologies, the turns will cover a shorter time span. In 10.000 BC, one turn is over ten years, but when reaching the 1800s, one turn is under five years. All this depends on what settings you choose before you start.

Civilization starts to get interesting, when you are forced to make decisions about war, hunger, trade and culture. If one of your neighbouring countries are expanding their borders with the help of culture, you have to decide what to do, and if it turns out that war is the only way to

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keep your, let's say iron ore resource, you have to mobilize troops, look for allies, and everything else that the nation would expect from you. As of 2013, there are five civilization games, and even though the newest is the most advanced game, the older ones are cheaper, work on cheaper computers, and they are just as interesting and inspiring!

The, hopefully, brighter future

If you want to teach your class City-planning, how to make decisions on where to place power plants, police stations, hospitals, and how tax is regulated, EA's Sim-City series will do the trick. In Sim-City, your task is to build a city from the ground up. You have to think about everything from roads to pollution, and building a fully functional city may prove to be more difficult than you think.

Their newest Sim-City game comes together with an educational service, made especially for the teachers. This allows them to share lesson plans, ideas, and tasks the students can complete in-game. One task could be "The student will explain the concept of an electrical grid, and different forms of energy". It could also be a larger task, like "Build a fully functional City". The site, called simcityedu.org, is not complicated, and a useful tool for the teacher.

Because Sim-City comes together with tools for the teacher, it does look like the gaming industry has started to understand the potential of using games for learning.There is really no reason for the teachers to wait for every game to be specially made for learning, and many teachers have started. Games like Civilization, Totals- war and the older Sim-City games are already being used by some teachers, who have already discovered the possibilities. The game "Minecraft", has become a popular tool in class, and an educational version of the game has been developed by an independent company, working together with the developers of Minecraft. They sell the game with their model in classroom sets, and it has become a great learning tool.

So, what is Minecraft? Minecraft is a game based on blocks. In many ways, it's the computer version of Lego. In Minecraft, you can cooperate with other players and build the world. You start out with nothing, and have to chop wood, make axes, pickaxes and other tools. There are three game modes in the original game, survival, peaceful, and creative. Survival is with monsters, which means that you have to secure the area, and be sure that neither you nor your fellow players are killed. Peaceful mode is without monsters, and the players can focus more on the more peaceful features of the game. In creative mode, you can fly around, with an eternal amount of building materials. It is simply for building, without worrying about everything else.

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Minecraft is one of those games that can be used for learning teamwork, and help the students understand how working together is an essential part of society. In Minecraft, the class can create a society from scratch. They would have to gather materials, food, build houses and simply cooperate, if they want to survive in their new world that is. If there are enough players, and they play long enough, different fractions may rise, and suddenly they would have to think politics as well. In many cases, the players make laws, courts, police, army, and even patent systems. Minecraft is full of possibilities, but it's up to the players to exploit them.

Could the dream come true?

If gaming is to be part of today's school, there are some challenges. The biggest challenge about using games for learning purposes is that every student, or the teacher at least, needs a decent computer that can handle the games. In many countries, students are given their own school-computer, and they can in most cases handle less demanding games like Civilization or Minecraft. Then it is easy to give the students tasks, and make them cooperate. But, if the teacher is the only one with a decent computer, the effect will probably be the same as watching a movie.

The second challenge is that the teachers must be brave and try it. If they do not try, it will not happen. I hope that this chapter of the book has provided the teachers with some options when it comes to gaming. What is important is to remember that the students often know a lot about games themselves, and that they are able to make it work on their own. What the teacher needs to do is read about the game, so that he or she can make tasks and asses the students' work. The dream could come true, and with any luck, it will come true. All that needs to happen is that the teachers, and the students, take action!

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Games and their educational value.

Games/series	Type of game	Educational value	Different versions, with years of release after 2000, and age rating by PEGI.
Civilization	Turn-based Strategy	Learn history, diplomacy, trade, decision-making and more, by building your nation from the ground up on a huge map.	Civilization 3,4,5 2001,2005,2010 Rated: 12+
SimCity	City-Building	In SimCity, you will learn about City-planning, energy consume economics and much more, by building your city from the ground up.	SimCity 4, SimCity societies, Sim City 2003,2007,2013 Rated:7+
Minecraft	Sandbox, creative	By playing Minecraft, you can fully exploit your creativity, and by working with others, create a fully functional world.	Minecraft 2011 Rated:7+
Total war	Turn-Based Strategy	In Total War, you learn about the wars of the different ages, diplomacy, wealth and more, by playing through battles and overseeing your nation on the world map.	Shogun, Medieval, Rome, Medieval2, Empire, Napoleon, Shogun 2, Rome 2 2000,2002,2004,2006, 2009,2010,2012,2013 **Rated: 12+**(Shogun, Rome, Medieval) **Rated: 16+**(Medieval 2, Empire, Napoleon, Shogun 2) **Rated: Probably 16+** (Rome 2, release Q3 2013)
Europa Universalis	Strategy	Learn about diplomacy, wealth, economics, history and more, by playing different nations in different time periods.	Europa Universalis 1,2,3, Rome, 4 2000,2001,2007,2008,2013 Rated: 12+

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Rise of Nations	Real-Time strategy	Learn about different time periods, by playing on a strategic map, together with allies and enemies.	Rise of nations 2003 Rated: 12+
Portal	First-person puzzle	Learn puzzle-solving, by playing through different challenges, where you have to place "portals" in certain locations to move on.	1,2 2007,2011 Rated: 12+
Company of Heroes	Real-Time strategy	Learn about 1=West front WW2. 2=East front WW2, by playing skirmish battles, and controlling either Axis or Allied forces.	1,2 2006,2013 Rated: 18+
Assassin's Creed	First-person action and adventure	Learn about 1=The third Crusade. 2-4=Renaissance 5-6=colonial era, by playing an assassin in the time period, and seeing historical places and people.	1,2,3,4,5,6 2007,2009,2010,2011,2012,2013 Rated: 18+
The Elder Scrolls	Role playing, adventure	In the elder scrolls games, you are playing through epical stories, with lots of decision-making. In these games, you can create your own tale, and the games can be used for learning about writing, and the fantasy genre.	Morrowind, Oblivion, Skyrim 2003,2006,2011 Rated: 12+(Morrowind) Rated: 16+(Oblivion) Rated: 18+(Skyrim)

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6. Digital literacy

Some words from the chapter editors

Hanne and Karoline

Now it is time to sum up our work on this chapter. It has been a great challenge to be in charge of a whole chapter in this book. We have learned a lot during the process, and of course, we had a lot of help from our class mates and our teacher. Others have contributed by writing articles and texts for the chapter, and we have tried to tie it all together, and delegate responsibilities and tasks. We think this will be a valuable experience that we can bring with us later in life. It is great to see how the finished product is coming together, and we cannot wait to see the book when it is done.

This chapter contains a lot of useful information on digital literacy. Everything from how Facebook owns your information, to how you can make smarter web searches. We really hope that you will use this information, and that this chapter makes your everyday life on the internet a little bit easier. We think this information is useful for almost anyone, especially those who use the internet frequently.

> *Young people today have lots of experience… interacting with new technologies, but a lot less so of creating [or] expressing themselves with new technologies. It's almost as if they can read but not write. MIT Media Labs' Mitch Resnick Source: Will Richardson*

Digital literacy

Ann Michaelsen

One of the dangers of the internet is cyberbullying. Many teachers and parents are afraid that using the internet in school all day might result in more cyberbullying. In Norway, a Facebook group was revealed where students were writing rude comments about their teachers. The group has more than 30.000 followers. The leader of the Norwegian student council wants to educate teachers and states that teachers do not know how to tackle this and that it is a problem in schools. In most cases, students know more about the use of social media than their teachers he argues, but they do not always know the consequences of their actions. We agree that this is an important area and we will address all aspects of digital literacy in this chapter. We will also reveal that the above mentioned Facebook group turned out to be an innocent prank and that it is an example of how the media tends to highlight all areas of social media that seem threatening to the public. Most cases we take what the newspapers write to be the truth and we rarely bother to check their sources! If you read the Students' reflection later on in this chapter you will learn more!

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The poster I found [from Adams 12](#) illustrates the [Road to Digital literacy](#) in an understandable way. You can divide digital literacy in 3 areas; digital citizenship, technological literacy and information literacy.

Digital Citizenship:
- Use technology and internet responsibly and safely.

Information Literacy:

- Locate information from a variety of sources, including print and digital.
- Evaluate information for accuracy and credibility.
- Use information to understand, explain, persuade and create.

Technological literacy

- Use online tools and applications to collaborate, share, create, inform and enrich.

In this chapter, we will be looking at digital citizenship and information literacy. Technological literacy is discussed in chapters 3, 4 and 8.
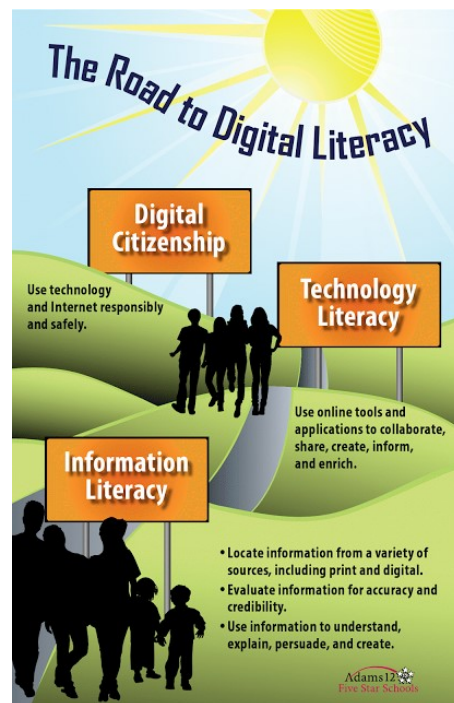
After reading Howard Rheingold's book Net Smart, I realized that digital citizenship and information literacy are areas that need to be discussed in school. It is a lot about planning how you spend your time online and being aware of the danger of distractions. It touches areas like how to search the web skillfully and how to find trustworthy web sites. And at the same time it examines the potentially detrimental effects of the Internet on human cognition and relationships; found in books like [Alone Together](#) by Sherry Turkle ([watch her here at Ed ted)](#) and [The Shallows](#) by Nicholas Carr. (Rheingold, 2012)

With permission from Steve Wheeler, Associate Professor, School of Education, Plymouth University I have quoted here what he calls the [4 important C's in learning](#):

1. **Firstly**, learners need to be able to **connect**. In today's fast paced and change ridden world, learners need now, like never before, to be able to connect through technology to peers, experts, content and services. One of the most valuable assets a 21st Century learner has is their personal learning network (PLN). We are all 21st Century learners, even if we are not enrolled in an accredited study program. A lot of what is learned (some claim up to 70 per cent) is informal, and with a powerful enough network of connections to a PLN, there is no limit to what a learner can achieve.
2. **Secondly**, learners need to be able to contextualize their learning. Bill Gates once famously stated that content was king. This is no longer the case. Now context is king,

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because situated learning is powerful, and access to content is just the start of learning. Learning can be contextualized in so many different ways, and this is why personal learning tools are so important. The capability to personalize learning environments, exercise agency over the tools and systems you wish to use, and the ability to apply learning to your own individual situation, are extremely important components of successful learning today.

3. **Thirdly**, learners need to be able to work with **complexity** and be able to interpret, filter out extraneous content, and make meaning. They need to be prepared for uncertain futures, none of which can be accurately predicted. In short, they need to be able to see the wood from the trees. There are many tools available today that learners can use to harness the power of web based content, including aggregation, curation and tagging tools, all of which can simplify complexity and allow learners to gain a purchase on chaos.

4. **Finally**, learners today need to be able to make meaning from the mass of **content** they are bombarded with each and every day. Many learners make meaning through discussion, but increasingly we are witnessing a shift toward user generated content, where learners are creating their own videos, blogs, podcasts, slidesets and other digital artefacts to make meaning. Quotes taken from : Learning with E's, skills for learning 2.0

Digital Citizenship:

*   Use technology and internet responsibly and safely.

What is written online stays online?

Hanne

Everything we write online will stays online even if you delete it. Everything we do online will be saved somewhere in cyberspace. Most people don't know this even if they use the internet every day. We make footprints online every day and you are not able to control who can see what you do, what you write, what you post. When you send an email you probably think that it goes directly from your computer to the one you are sending it to. This is not how it works. Your email will stop at about twenty different places and leave marks before it reaches the person you are sending it to. This is decided by law almost everywhere around the globe for tracing purposes. The traces your email makes on its way will be saved for about three years.

When you write something online is it important to consider if you are willing to be associated with this later. If you are going to write about others online, you need to be really careful. A small error or mistake can cause a lot of trouble. You can never be one hundred present sure that the things you write to one person will stay between the two of you. If the person you wrote about finds out about this, you will have a hard time denying it because everything is written down. You also need to think twice if you are about to write a rude comment on a blog or before you write something that others can interpret the wrong way. It is easy to misinterpret something when it is written. Perhaps you are angry for no reason. If you are angry or upset,

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think twice about posting online. Better to talk on the phone or even better F2F!

You must also be careful talking with others that you do not know online. This is getting more and more common and you cannot be sure if the person really is who they claim to be. It is a good reason to guard your passwords as well. If you are not careful, someone can pretend to be you on Skype or Facebook!

Just remember what goes online, stays online. It will never disappear!

How Internet is changing the way we read and write.

Ann Michaelsen

Dozen studies by psychologists and neurobyologists, educators and web designers point to the same conclusion, when we go online we enter an environment that promotes cursory reading, hurried and distracted thinking and superficial learning. It is possible to think deeply when surfing the net, just as it is possible to think shallowly while reading a book, but that's not the kind of thinking technology encourages and rewards. (Carr, 2010). Some believe that the net is making us stupid as Carr argues in his book "The Shallows". If you ask yourself the questions, is the internet making you stupid, I think it is reasonable to assume that your answer is no. I know I read a lot more, both books and articles on websites using links I find when on Twitter and on Facebook. "It is worth noting that it always seems to be those other folks who are being made stupid by the Net. Most of us feel, as we're Googling around, that the Net is making us smarter - better informed (with more answers at our literal fingertips), better able to explore a topic, better able to find the points of view that explain and contextualize that which we don't yet understand". (Weinberger, 2011, s. 1502). Seems we can look up almost anything we want to know at any time we need that information. With our iPhone, Androids, computers, iPads and tablets we are connected 24 7.

How to be Net Smart, where to search and how to plan your time online

Ann Michaelsen

"Infotention is a word I came up with to describe the psycho-social-techno skill/tools we all need to find our way online today, a mind-machine combination of brain-powered attention skills with computer-powered information filters". - **Howard Rheingold**

Author and educator Howard Rheingold discusses the importance of teaching students how to search the Web skillfully and how to find trustworthy Web sites. (See this YouTube video with advice to students and read "Crap Detection 101"). Rheingold's online course Social Media Classroom points to many directions and provides a long reading list that includes books by intelligent authors who examine the potentially detrimental effects of the Internet on human cognition and relationships; books like Alone Together by Sherry Turkle and The Shallows by Nicholas Carr.

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If highly educated professionals are having problems staying focused on long pieces of writing, what about students? More and more schools are going 1:1, equipping students with personal computing devices without equipping their teachers with research-based pedagogy to support its use.

It's like Clayton M. Christensen says in his book Disrupting Class: We can't go on teaching, assuming all students should be taught the same things on the same day in the same way. When teachers are lecturing, using a PowerPoint for more than 15 minutes, students' attention most certainly will be on content they find online! I think it is rather unfair to assume that all teachers automatically know how to deal with these distractions and how to guide their students. I know many teachers struggle with this at my school.

Solutions emphasize strict time limits, interesting tasks and real-life problems. (Read this useful article from "the Harvard Education Letter": "Teaching students to ask their own questions.") All schools should have core values like inquiry, research, collaboration, presentation and reflection, (Science Leadership Academy, Philadelphia). It is essential that we help our students develop the focus they need to think deeply about things. To acquire Rheingold's "infotention" most schools will need some ground rules, made in collaboration with students after lots of conversations around these important topics.

Drafting Guidelines

Here are some possible guidelines or ground rules that come to my mind for using computers and staying focused in school.

A. Make your own rules of student Netiquette.

Netiquette **(**short for "network etiquette" or "Internet etiquette") is a set of **social conventions** that facilitate interaction over networks, whether through social media, chat, email or other means.

1. Computer lids down when teacher is giving instructions for class.
2. Stay on task, no gaming, Facebook, Twitter, Skype or surfing, when not related to schoolwork.
3. Computer lids down when teachers or students are presenting, unless you are taking notes or searching online for more information.

B. Teach and discuss how to focus in the age of distraction.

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1. Close all other applications and devices when reading texts.
2. Make a mental list of what to do and how much time you have available.
3. Turn off the internet when you don't need it.
4. Leave your phone at home sometimes!

C: Teach and discuss how to find reliable information online.

1. Teach searching skills and introduce safe search engines.
2. Teach and discuss knowing how to ask the right questions and finding the accurate answers.
3. Help students build personal learning networks with people they know they can trust. One way is to introduce blogging and the use of Twitter.

A version of this post appeared on Voices from the Learning Revolution.

Safer internet day

Amalie

Safer internet day is organized by Insafe each February to promote safer and more responsible use of online devices, especially amongst children and young adults. Each year a specific theme is emphasized. This year the theme was online rights and responsibilities and to connect with respect.

The organization was first established in 2004 and now it is an international project that is celebrated in ninety countries all over the world.

Sandvika High School is a technological school focusing on using computers and the internet during class to learn and find information. We also use computers to connect with people from other countries. One way to do this is that everyone in class has created a blog. We use it to ask questions about a theme or a subject, and then we get answers from all over the world. This gives us an opportunity to learn about other values, cultures and respect. It gives us a broader perspective and teaches us how to connect with others and how to ask valuable questions.

This year our teacher invited us to join the safer internet day in Oslo. It was a conference for everyone who would like to learn more about this and take part in the discussions. I think that there were some great points in the debate. It was clear that everyone agreed that something has to be done, but no one was willing to take the responsibility for teaching digital literacy. Everything that was discussed at safer internet day was important. We have to teach young people about digital judgment at an early stage. However, there are also a lot of young people

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who know more about using the internet than their parents. Even so, parents have a lifetime of personal experience and can easier judge material online. A point that was well received was to use students from high school as a supplement in the teaching of younger students. Today teenagers use technology all the time. They know a lot about it and have a lot of experience they gladly would share, positive and negative. To learn from our mistakes is a way of learning. We have done that from the day we were born. In most cases there are few risks. But doing something stupid online could be very risky.

A lot of what they discussed at the conference are issues we address in this book.

A kind of conclusion could be that everyone knows something has to be done, but no one takes the responsibility to do it. That said, we are taking responsibility and we are doing something by writing this book as a help for teachers and students! We would like to conclude with saying together we are smarter! When writing this book we found that nobody knows everything. But working together we are able to find out a lot and that is what school is all about!

Facebook - who owns your information?

Did you know that by 2009, Facebook had hit the 300 million user mark and was growing by 10 million users per month?

Do you know what Facebook does with your personal information and do you know if you have any control here? You might have noticed that Facebook is a way to log on to many different web-sites and programs. You can listen to music on Spotify and share with your Facebook friends. More and more of your personal information is being saved by Facebook. They know who you like, what you like, music you listen to, places you have visited and a lot more.

Parmida

When you signed up for **Facebook**, you agreed to **Facebook's** Terms of Service (ToS). Odds are you did not bother reading the ToS before you signed up, because **Facebook** was new and exciting and whoever reads that stuff anyway? No one does, especially not teenagers.

Facebook owns the photos, status updates and videos you upload. That means that Facebook has 100 % ownership and is allowed to use them, or sell for that matter, your photos until you delete them or delete your account. However Facebook does not actually delete images uploaded to the social network, but instead merely removes the links and the visible access to the content, the social network said that a fix is in sight.

SO, be aware of what you upload on **Facebook**!

Ingeborg and Katinka

The press will always write about how we use social media and sometimes it is difficult to know how serious it might be or if the press is giving us the whole picture. Lately the Norwegian press

has been talking about Facebook groups that make fun of the teachers. We decided to investigate and see if this is true.

There are many different ways to express yourself on the internet, and some are more positive than others are. We have while doing research for this book found different sites in Norway where students share their most ridiculous **detention slips from teachers** on Facebook. Some of the sites are also called "Norway's funniest detention slips" where people post their remarks, but mostly remain anonymous. We have also discovered positive sites and initiatives where students in America made a twitter account where they write nice things to each other. Many people would say that this last thing we mentioned is very positive, but does that mean that the first thing we mentioned is negative?

We looked through some of the pages on Facebook with most hits, and we saw lots of pictures with different examples of what teachers have written. On the first page we looked at, there were only the slips you could see. All the names of the students and the teachers' names were hidden. You could not even see who had published the picture. We thought it was good that people didn´t make their teachers look bad, but just published their funny remarks. At the same time we thought that perhaps it´s a bit cowardly that the people who publish the pictures don't show their names.

Then we looked at another site called "Norway's most ridiculous **detention slips from teachers**". The site was mostly the same as the first page, but you could see who posted it. They had also removed the teachers and the students' names, so the page was also just showing the remarks. The remarks were mostly just about strange things students had done, and sometimes it was about teachers who had made strange comments which didn´t seem necessary. We think that showing your name with the pictures you publish is a less cowardly act.

We also found the twitter account where students at a school in America are writing positive things to each other. They use the account to complement their peers at school. We think this is a very good initiative and the compliments seems personal and true. They have also made a YouTube video where we meet the founder of the Twitter account.

After looking at the Facebook groups and the Twitter account, we think that the Twitter account is a positive way to use social media. The Facebook groups aren´t as negative as the press has let us believe because they don't make their teachers and peers look bad.

All in all this is not a dangerous or a bad way to use the net.

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Have you ever thought about who you share your private information with on Facebook or who can see your private pictures? Many people don´t know how to change their privacy settings, and therefore many profiles are much more open than people first thought. If you want to learn more about how to change your privacy settings, you should continue reading!

First, you have to click on the little lock in the upper right corner at your Facebook homepage. There you can find shortcuts to the privacy settings. This is the easiest and least detailed way to change your privacy settings.

If you click on "Who can see my stuff" a smaller folder will open. Here you can choose who you want to see your future posts. You can choose between friends of your friends, just your friends, all people, or even just yourself. In the second little folder, you can check out your activity log, and see everything you have liked, commented and posted, and just in generally everything you have posted, liked or looked at in Facebook. In the last small folder you can control what other people see on your timeline, or said in an easier way; see what other people can see of your activities.

If you go back to just the "Privacy Shortcuts" and then click on the "Who can contact me" folder, you can decide who you think should be able to contact you by message. You can also choose whether everyone can send you a friend request or just friends of your friends.
In the last folder "How do I stop someone from bothering me" at "Privacy Shortcuts", you can block people from sending you friend requests, sending you messages, and seeing your activity on your timeline. Just write in the name or e-mail of the person you want to block. On "Privacy Shortcuts" you can also control whether you want everyone to be able to look you up, nobody, or just friends of your friends.

Beside the privacy settings, you can also use something called "account settings" which is more about what you want your profile to include.

In the same upper right corner as privacy settings you find a little wheel symbol. Here you can change your password, your name, your e-mail, language and your username.
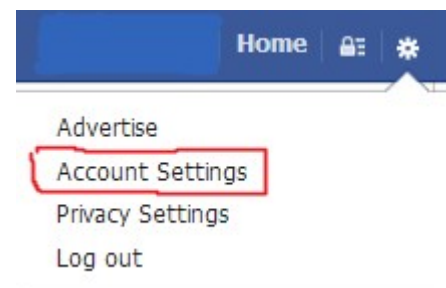
As you can see, there are many ways to control your private information and photos. This is very important, because if you are not aware of the settings there is a chance you´re sharing more information than you want to.
It's also especially important for young people to keep information and photos private. If everyone has access to them it can be used against them later in life, or other people can abuse it.

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We also have some advices on how to be NetSmart on Facebook generally. We recommend everyone to check their privacy settings before they start posting stuff and sharing pictures. We also recommend you do not share very personal or very private things, because suddenly more people than you expected can see it. In addition, it may not be that interesting for everyone to know that much personal stuff about you, so if you would like to share personal things, maybe you should do it on the chat.

You can also connect with people using the chat function in Facebook; there no one else can see what you are talking about. However, we recommend not writing stuff in the chat that you would not say face to face to the person you are talking with. Beside this, we also recommend that you do not share pictures you don´t want to stay on the internet, because it is hard to remove it.

Staying Private on the New Facebook

And now, with Facebook's newfangled search tool, it can allow strangers, along with "friends" on Facebook, to discover who you are, what you like and where you go.

Facebook insists it is up to you to decide how much you want others to see. And that is true, to some extent. But you cannot entirely opt out of Facebook searches. Facebook, however, does let you fine-tune who can see your "likes" and pictures, and, to a lesser extent, how much of yourself to expose to marketers.

1. How would you like to be found?
2. What do you want the world to know about you?
3. Do you mind being tracked by advertisers?
4. Whom do you want to befriend?

More ways to protect yourself: New York Times.

Snapchat

Parmida

There has been a lot of talk recently about **Snapchat**. **Snapchat** is a smartphone app that allows people to share photos and videos that self-destruct after being viewed once for up to ten seconds.

Many teens use the application to send silly faces, happy faces and ugly faces to each other, but some also use it to send pictures that are more sensitive. Snapchat gives you a false sense of security, the pictures that are "deleted" are extremely easy to find. The only thing you have to do is to download an app, and there you go, you have access to all the deleted pictures from Snapchat. The reason for this is that all the data on your phone is actually saved in an subfolder you can't see, that's why it's possible to restore all the folders with a little bit of help from other programs.

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Another thing that can be done when you receive one of these pictures is to take a screenshot, and voila, you have it on your phone!

Information Literacy:

- Locate information from a variety of sources, including print and digital.
- Evaluate information for accuracy and credibility.
- Use information to understand, explain, persuade and create.

Where to search and how to plan your time online

Ann Michaelsen

In a world of information overload, it is vital for students to be able to find information on the Web, as well as to determine its validity and appropriateness. The information you find may vary in reliability and quality: it can be very useful and reliable, very bad or directly misleading. Keep in mind that everyone can publish information on the Internet. This means it is your job to evaluate the quality and reliability of what you find, and whether it fits your needs. A good way to start is to see if you can identify the following:

- author's name
- author's title or position
- author's organizational affiliation
- date of page creation or version
- author's contact information

The answer to almost any question is available if you know how to search. When searching think about what words might be on the page you seek; think about possible answers when posing the questions. Don't stop with one search if you are learning about a topic. Regard search as a process of investigation. Look at the third, fourth and fifth pages of search results. Formulate new searches based on the terms you find in relevant snippets from previous searches. Understand that it is up to you to determine whether the result of your search is accurate, inaccurate or intentionally misleading. Start out skeptical, look for an author. And search the author's name. When you see breaking news via social media, triangulate: try to find three sources to verify before passing along a rumor. Be aware of filter bubbles and echo chambers. Question opinions you agree with and pay attention to sources you disagree with.

Source: Net Smart by Howard Rheingold.

Useful places to start!

- NoodleQuest Search Strategies Wizard:
- Use "quotation marks" to ensure your keywords appear in your search results in the order you have specified

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- How do you find the owner or publisher of a website? Go to www.easywhois.com and enter the URL of the site you would like to research.
- How do you find out who is linked to your school's website? Go to Google: www.google.com and do a link: command search. In the search box type link:your school's address.
- What clues in a Web address might indicate you are on a personal website? Look for a tilde "~" or the "%" sign or a personal name "jdoe" or the word "user" after the domain name and the first forward slash "/".

Also a wordpress.com site often indicates a blog, which most of the time is a personal website.

- How would you conduct a search for the following: a list of websites of all the academic institutions in South Africa? Go to Google: www.google.com and type site:ac.za in the search box
- How do you find the history of any given website? Use the Wayback Machine. Go to www.archive.org and type the URL of the website you would like to research into the search box.
- How would you conduct a search for the following: US higher education websites that contain the word Inuit. Go to Google: www.google.com and type "site:edu + Inuits" in the search box.

Source: November Leaning,

Wikipedia friend or foe?

Ann Michaelsen

Could the Days of Wikipedia Being a Banned Research Source Be Over?

It is well known fact that for many years most teachers have been telling students that they cannot, under any circumstances, use Wikipedia as a source for an assignment. It seems that more teachers are willing to let the students use Wikipedia these days. I always ask my students to use 3 different sources and Wikipedia can be one of those. To be cautious when using Wikipedia is generally good advice. Despite the site's best efforts, inaccuracies always crop up. Most students go ahead and use the online encyclopedia anyway, even if they don't cite it. Now a group of professors and students at Imperial College London hope to start legitimizing Wikipedia as a research source by joining forces to improve the content on the pages.

The effort makes sense given the massive size of the site. With over 18 million articles and 365 million visitors each month, Wikipedia is the connected world's go-to reference source. The president of the campus group Wikipedians at Imperial College, medical student Vinesh Patel, told BBC News
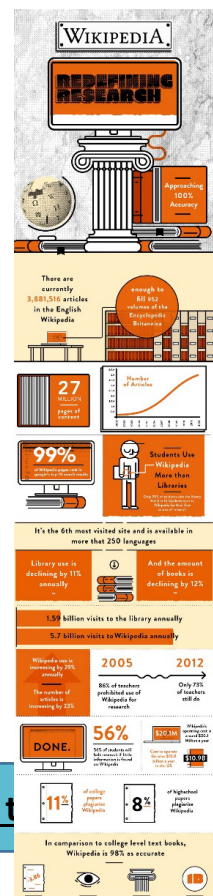
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that "Wikipedia is here to stay—it's a question of whether we come up to speed with it or try to ignore it."

Patel hopes to coordinate students and staff at Imperial and other schools to "make the most of Wikipedia, rather than pretend it's not there." To that end, he's coordinating an April conference focused on bringing academia together to improve the quality and consistency of information the site the offers. **Source**: Good Education.

Last year, Harvard professor and Association for Psychological Science president Mahzarin R. Banaji launched a similar effort to clean up the inaccuracies in Wikipedia's psychology entries, while British students and faculty teamed up to do the same in several content areas. If independent efforts like these are consolidated under the Wikipedia Education Program umbrella, the site could be on its way to true academic legitimacy. And because students—and the rest of us—are never going to stop using Wikipedia, we might as well focus on making the world's most popular reference service a credible one.

Source: Good Education

http://open-site.org/wikipedia/

Cookies & adware

Matias

Have you noticed that pop-up commercials and ads at websites seem scary familiar to you personally all the time? Maybe you think it`s only a coincidence that this product or service in the add is related to your interests, hobbies or needs? The scary truth is that it`s not only a coincidence. How is this possible? When you visit a website, like Facebook, Twitter or Amazon, there is small software program called "Tracking Cookies" that monitors what you are mostly searching for and what you generally are doing online. Even if you are protected with anti-virus programs this can be inevitable. Most of them pass right by your anti-virus system and firewall, and are installed inside your computer. It is actually the website itself that pays people to make Tracking Cookies for them. When they have found out what you like and mostly search for, they start to make ads and small commercials that they put in front of your screen while visiting their website. Then you might get interested and click on it without knowing anything of what`s actually going on. But sometimes the Tracking Cookies fail and you`ll get a notification from your anti-virus program that it has detected a Tracking Cookie
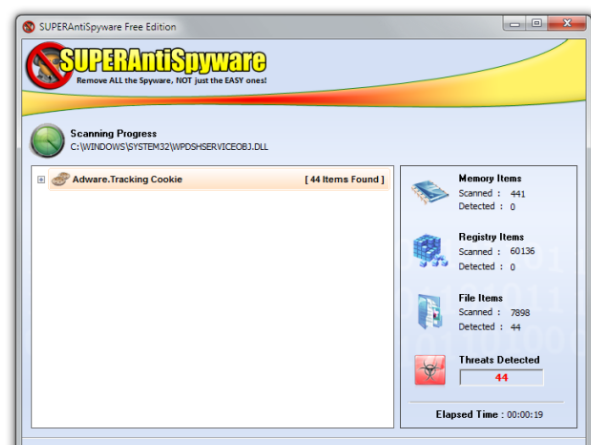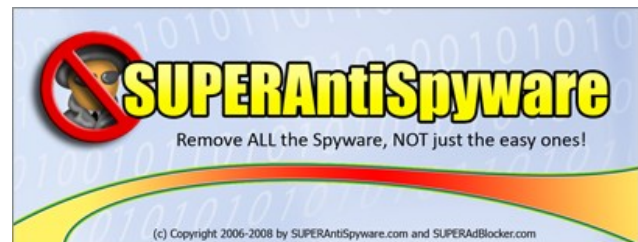
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Figure 1 This is how it looks like when your ant-virus program has detected Tracking cookies

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adware and it has isolated it and removed it from your computer.

But don`t worry. Tracking Cookies aren`t a threat to your computer at all, they can`t do any harm to your computer and they are not under the category virus. Tracking Cookies are surprisingly not illegal in most countries in the world. Maybe they just help you find what you are looking for. However, if you don`t like to be spied on and want to get rid of all the tracking Cookies on your computer, there is an anti-spyware program called "Superanti-Spyware". There is a free edition of the program that is great and works very well.

Knowledge - what is it?

Ann Michaelsen

I recently read the book "Too Big To Know; Rethinking knowledge now that facts aren't the facts, experts are everywhere, and the smartest person in the room is the room" by David Weinberger.

There seems to be a lot of misconception about what knowledge is and a feeling that reading material online is not as academic as reading in a book. I see the same in my class when we discuss if we are going to use a textbook or not. The students will argue that the textbook is the source of truth and if you know the book by heart, you will get a good grade in your class and on your exam.

"Knowledge today is not an isolated text in a book. Knowledge becomes networked, the smartest person in the room isn't the person standing at the front lecturing us and it isn't the collective wisdom of those in the room. The smartest person in the room is the room itself, the network that joins the people and ideas in the room and connect to those outside of it". (Weinberger, 2011, s. 136). "Even if the smartest person in the room is the room itself, the room does not magically make all who enter it smart. We need to understand what of the old is worth holding on to and what limitations of the new technology are going to trap and tempt us". (Weinberger, 2011)

Using the web for material and connecting with people online seems to me like a very smart way for young people to learn. When I teach English I use the curriculum goals as guidance, and we do not use a textbook at all. To supplement information we find online, we use our network to test out ideas and to find answers.

"Our task is to learn how to build smart rooms, that is, how to build networks that make us smarter, especially since, when done badly, networks can make us distressingly stupider". (Weinberger, 2011)

How do we make sense of the information we find on the internet. Searching online gives us millions of possible hits. Internet scholar Clay Shirky says, it's not information overload, it is filter failure. Old knowledge institutions like newspapers, encyclopedias, and textbooks got much of their authority from the fact that they filtered information for the rest of us. If your social

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networks are our new filters, then authority is shifting from experts in faraway offices to the network of people we know.

"In a networked world, knowledge lives not in books or in our heads, but in the network itself. The internet enables groups to develop ideas further than any individual could". (Weinberger, 2011)

"Sometimes when thinking about networks working together to come up with brilliant ideas and perform exceptional work you need to put together a team of experts. However, a homogeneous collection may just as well contain only a single person. It is better to have a diverse group than a group that consist of only the very best minds. Diversity trumps the best and the brightest". (Weinberger, 2011, s. Loc 1323)

When working on this project the team was already decided. 27 students age 16. No interest or test score decided who was in this class. As with all the other classes at our school, the only consideration in grouping the students is gender equality and diverse home addresses. I think that was actually a strength in this project because it gave us a diverse group with different views on the topics and different ways to approach our goals. "Diversity of experience might help to open one's mind to unexpected ideas and to increase ones sympathy for a wider range of people. But diversity works best when there are shared goals" (Weinberger, 2011, s. . Loc 1371.) Working on the book, making it a product others would like to read has been a shared goal for us. It has motivated and brought home a lot of interesting ideas and new ways to look at learning and technology.

We all agree that there is just too much information online for us to digest. The number of articles, videos, pictures posted every second is just too hard to comprehend. It will be those who know how to search and how to use the information online that will profit from this abundance of knowledge out there. David Weinberger sums up the experience on the net like this:

1. **Abundance**, there is more available to us than we ever imagined back in the days of television and physical libraries
2. **Links**, ideas can be hyperlinked, and you can go from on to another with a mere click.
3. **Permission free**. The default is that people can read, post and build what they want on the net
4. **Public**, what you can see, generally others can see. The net is a vast public space within which the exclusion of visitors or content is the exception
5. **Unresolved**, the longer you spend on the net the more evidence you have that we are never all going to agree on anything.

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The filter bubble, what happens online?

Ann Michaelsen

Did you know that Google filters the information about you and based on what they know decide what your search results will be? You might think that is a good idea, because that means you will not have to bother about information you are not interested in. If you Google for Egypt and love to travel, you will get travel destinations as a top result. Perhaps you were looking for info about the current stated of Egypt wondering if there still is a conflict there. Google shows you what they think you want to see. The concept might seem appealing, but how does that influence our learning?

Learning is by definition an encounter with what you don't know, what you haven't thought of, what you couldn't conceive, and what you never understood or entertained as possible. The personalized environment is very good at answering the questions we have but not at suggesting questions or problems that are out of sight altogether. (Pariser, 2011).

In his book Eli Pariser argues that the filter bubble surrounds us with ideas with which we're already familiar, and already agree, making us overconfident in our mental frameworks.

Online tracking

Håkon M

Most students are hardcore users of Facebook and Google, and a great reason for why we are using these services so frequently is often because of their good reputation when it comes to safety and trustworthiness, but what very few people know is the real truth about how these services actually work.

Everybody is being watched on the internet, either they want it or not, and we just have to accept that companies and networks are tracking us nowadays. However, what most us aren't aware of is who is watching us, and the unpleasant truth and maybe surprisingly too is most likely the networks and services you almost always use – Facebook and Google. These are of course not the only services who are tracking us; there are several advertising networks and tracking companies following our every more together with Facebook and Google. Luckily, there are several possibilities available to prevent us from always being tracked, but first of, how are we being affected by those who are tracking us?

Firstly, you are being tracked from the moment you go online on the wild web and start browsing through websites or purchasing something, and while you're doing so, the networks and companies


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are collecting information about you and your interests by using the 'cookie method'. Based on all the information they collect they will decide what kind of ads you'll see on most of the websites, which means that if you've been searching and browsing through something like sports and working out in the recent past, it might seem like a coincidence that you'll also see a lot of ads about sports, along with frequent requests to read new texts about the topic. It is also most likely that the companies and networks have a profile of you were they've collected all the information you've been 'giving' from the time you've been online, and it is also most likely that

they do have personal information about your health problems, religious beliefs, personal finances etc.

As said, there are fortunately several things that can be done to prevent you from being tracked. Donottrack.us is a website that prevents you from being tracked and shows methods you can use on Safari, Internet Explorer and Firefox (not Google Chrome). Some other solutions are to download the 'Adblocker' for free or 'Adblock Plus' for a little cost, and you should change your cookie settings so they expire when you exit your browser. You can also turn of the referers by installing the 'Referer control' and install the 'HTTPS everywhere' (both programs can be installed on Chrome or Firefox). These are great programs which work very well to prevent you from being tracked and makes your surfing safe while they're also free (except' Adblock Plus') and easy to use.
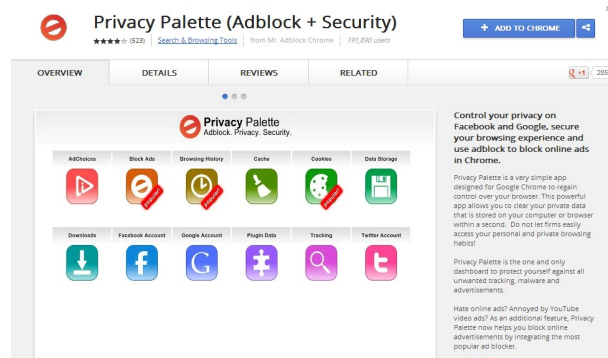
How to get rid of cookies and ads on your computer

Matias

If you want to delete Tracking cookies on your computer and web browser and prevent them from spying on you, here is an easy; How to instruction you can use.

I will be showing two simple ways to get control over them.

How to delete cookies and ads in Google Chrome web browser:

Step 1: Go to the web browser Google Chrome, you should always use this web browser, Google Chrome is safe, the fastest web browser among all the others out there, and it`s very innovative.

Step 2: When you are in the web browser, simply hold down:
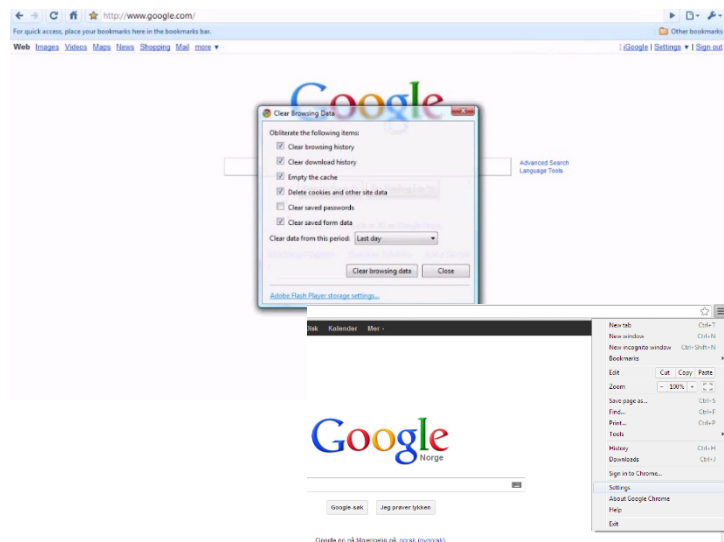
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Ctrl+Shift+delete.

Then this should pop up:

Step 3: Then mark the box which says: "Delete cookies and other site data" There are also a bunch of other features you might want to check out, like download history and passwords you have set Chrome to remember for you. Then, choose in the box below from what time in the past, to the current day you want to delete them from. Or you could just delete everything which would probably be the best. Then click "Clear browsing data".

Step 4: To prevent cookies and ads coming to your PC, go to the bar up in the right corner with three horizontal stripes, click on it and then click "Settings"

Step 5: When you have clicked on settings, scroll all the way down to the bottom and click "Show advanced settings" like showed below

Step 6: Then scroll down to "Privacy" and click "content settings".

Step 7: When you have clicked "Content settings" mark off the box showed in the red circle below. "Block third-party cookies and site data".

Step 8: Then click "Done" and simply reboot your computer one time to activate these presets. Your Google Chrome should now be free for Cookies and ads and prevent most of them coming back
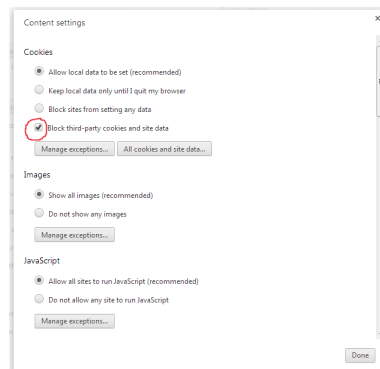
SuperAntiSpyware:

Step 1: Go to this web page: http://www.superantispyware.com/download.html and download the "SuperAntiSpyware Free Edition" and install it on your computer.

Step 2: Launch the application, it should be a shortcut to the program on your desktop.

Step 3: When you are in the program, click the "Next" Button until you come to a screen which looks like this:

Step 4: Go ahead and click the "Scan your computer" button, which is showed in this picture above, and then select which storage drive on your computer you want to scan. (Shoved in
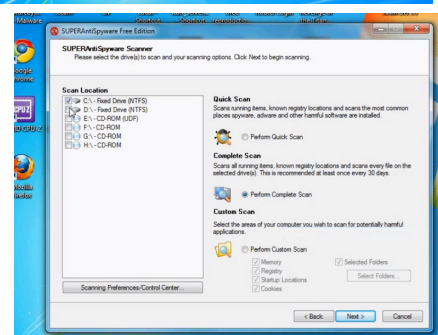
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picture) You want to scan the drive where the OS (Operating system) is installed. This is in most cases the C: drive. When you have checked the box for the C: drive. (Remember: Only tick off the C: drive) click the "Next" button.

Step 5: Just wait, it will automatically find spywares and cookies and delete them in an instant when it finds what it will call "A threat". Good luck!

How to Search

Karoline and Hanne

When searching for information, many pages will automatically redirect you to pages made for your country especially. This is easy to see, because if you try to enter google.com (or .us) from another country than USA, you will be sent to your country's URL code. I was redirected to google.no, since I am in Norway.

This is important to keep in mind when you are searching for information, because it may affect the results you get. If you are looking for information about conflicts in a foreign country, it might be better to find articles from that country. Besides, writers and journalists writing in your language may have biased views on certain issues. This can make it hard to find good, objective information.

If we use Google as an example, you are not allowed to enter Google.com or .us from any other locations than from the USA. However, you can choose to type Google.de for German searches, or google.es for Spanish searches. Depending on what country code you use the search engine will favourite results it thinks might interest you. Changing the country code in the URL is a very easy solution to that problem, but you will still not be able to enter many pages. It seems like American pages are not possible to visit from other locations, even if you try to change the country code. In many cases, you will be able to enter sites in most countries except the USA! At least you can widen your search a little bit with this tip. When you search for information, your browser will direct your search according to your location. So if you are in Norway all your searches for international places will automatically get a   /no_NO after your search

Here are some country codes we think can be useful when searching online, including some codes that will direct you to certain sort of pages. This is the link we have used if you need the codes to other countries: http://www.ibiblio.org/ais/url.htm

Au = Australia	Mx = Mexico
Es = Spain	Uk = United Kingdom
Ca = Canada	Za = South Africa
Cn = China	Ir = Iran
De = Germany	
Edu = Educational Institution	Com = commercial
Eu = European Union	Firm = business site

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Info = information	Mil = military
Net = network	Org = organization

Ann Michaelsen

There are many ways to search online and my guess based on experience in class is that most students use Google and settle for the top result being Wikipedia. Often they are not bothered to check their sources. Not long ago most teachers would ban sources from Wikipedia altogether, but today Wikipedia seems to be accepted by most, but not as the only source. Alan November and Howard Rheingold both recommend triangulation, using three different sources. Here are some examples of places to search for information.

- Twitter search
- Google advanced search
- WolframAlpha
- Diigo

According to Alan November the most astonishing gaps in students' education is their inability to validate information on the internet. (November, 2012) I agree with him and believe there is a great misconception on who takes responsibility for making sure student know this. Many times it is assumed that they have been working on this in earlier school years, at least that seems to be the case in Norway.

When publishing on blogs it is important that students check their sources, can validate the information posted, and know where to find information. This is a 21st century skill they will need for the rest of their lives. It is the schools responsibility to make sure they are equipped for the job!

Heidi

The internet is absolutely wonderful and a really great way to find and search for information and a brilliant way to communicate. There is only one problem, and this problem is a major problem. The internet can be a dangerous source, especially for young and inexperienced people. Keep on reading and I will tell you why and give you some advice on how to use the internet responsibly and to avoid the dangers.

Everything is available on the internet. Facts, opinions, stories and statistics. If you are writing an article about for example horses, how do you know that the source you use is credible? As I said, almost everything is available on the internet and people can lie about identity, information and write everything they want. People write about rumors and stuff they think is true, but this might be a lie. They can mislead information. The source might not be updated and too old. Young people are often inexperienced. They may not know which sources are safe and which websites that are trustworthy.

If you are writing this article on horses, you have to be critical. Gather information from at least two preferably three sources, since we recommend to triangulate, compare them and then evaluate and form an opinion, is it true and is this the whole picture? Check the author's name,

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status and check if he or she is a trustworthy source. Is he an expert on horses? Has he studied them? What is the author's point of view? Is he being biased or is he neutral on the subject? Never use a website where you don't know who the author is, unless it is information from a government or a respected university. Don't ever play games or watch movies on the internet if the sites are unstable, you might get a virus that can steal information from your computer and ruin it. Make sure that the sites you visit on your computer are reliable and respected. Not filled with junk and advertising. One very, very important issue to remember is that you have to be super, super careful to put information, pictures and movies about yourself on the internet. This will probably stay there forever so you have to be sure not to regret what you publish on the internet. Don't give away too much information about yourself to strangers, they may not be who you think they are. This is very important.

Incredibly many young people are using the internet to find sources for homework, watch movies, play games and many other things, and many of them are not aware of the dangers that exist on the internet. They use information that is not trustworthy and sometimes the opposite of the truth. They do not check the sources and they do not check information about the authors. I really think it is important that young people are taught how to do this and that they are informed about this. Our wish is that schools and teachers act responsibly and make sure all students are digital literate. That they learn how to gather credible information and find trustworthy sites to watch movies, find information, and play games. That is I very important and for the most part neglected! I suggest teachers and students read this chapter and discuss these issues in class!

Hanne and Karoline

Most students use Google to search for information. We Google everything, and most people do not bother checking whether the information is correct or not. You can find anything on Google, everything from useful encyclopedias and dictionaries, to blogs and sites with nothing but lies. It is the last one that is the problem. Many students do not know that there are other search engines that can give you much better information than Google. Google gives you anything that exists online and it can be difficult to sort the false information from the real. What you really need is an engine that is able to sort the good information from the bad!

We have tested a couple of search engines. We searched for the phrase "world war two", and compared the information we got. We also graded the pages from A+-F were A+ is top score. The first one is the one we liked the most.

Carrot2.org Grade: A+

Carrot2 is very simple and easy to understand, with no distractions. When you search a folder on the left side will appear. Here you can limit you search were you can go deeper into different

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subjects within your search. We searched for "world war two", and we got, among others, the folders "pictures", "Germany" and "world war two 1939 – 1945". We really enjoyed this search engine!

This is what the page will look like when you search for something. The folders on the left organize your results.

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Quintura Grade: A

Quintura is nice and easy. It has an own search engine for kids, a feature we really like. It also makes little clouds of words that are similar to what you search for, so that it is easier for you to find information on related topics. The information is also very good. Wikipedia was not the first page that came up, which is a big plus.

This is how the normal page and the children site looks like. The page for kids is really kid friendly and gives you the results that are suitable for kids to read. The normal page gives you more options. On both sites you get the option to either click on a word that's over or under the search bar, or to do a custom search.
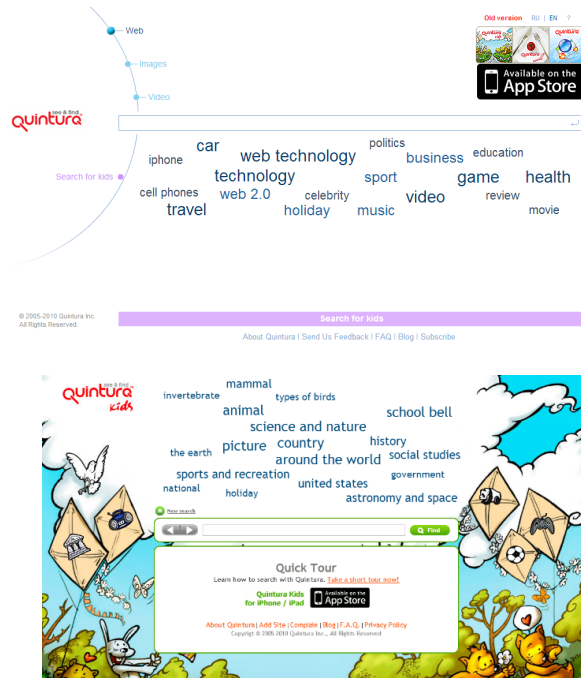
2lingual Grade: B

2lingual gives you the possibility of searching in two different languages. You have two columns where you choose your languages, and in that way, you can compare information in your own language to for example information in English. Wikipedia was the first results we got, both in English and Norwegian. You simply get the screen split in half, with Google search results on both sides in the two different languages you chose. This is an especially good tool for students who are not fluent in English, because the internet contains so much more information in English.
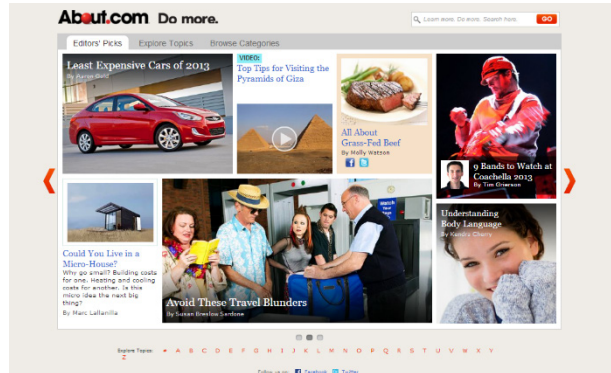
This is what the page looks like. You can choose the language you want your search results to be in. We choose English and Norwegian.

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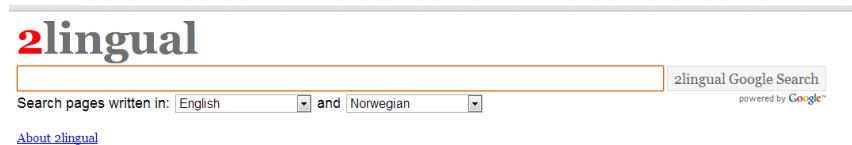
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About.com «Grade: C»

www.about.com. When you first enter the page, it does not look very much like a search engine. It contains a lot of distractions, that doesn't seem to have anything at all to do with searching. You can also choose to search in different categories, for example "education", "parenting" and "pets". We think this is great, because this can limit you search. The information we got was OK, but the page itself was a bit stressful.

This is what the page looks like when you enter it. As you can see the search bar it placed in the upper right corner, with many articles placed on the whole site.

For your smartphone: Kngine Grade: A+

Kngine. We have also tested a search app on our iPhones. We love the fact that you can get apps like this for your phone, because most people always bring their phones with them. If you have good search apps on your phone you will always be able to do good searches wherever you are, very quickly.
The app we have tested is Kngine.

What the app looks like when you open it.

> *We absolutely love Kngine!*

When you search for something, it will give you an instant answer, and only one answer. You do not have to scroll through link after link to find something that is relevant, Kngine will give you the immediate answer that you need! You can for example search for "how to tie a tie". The app will first give you a short text on what a tie is, and where the origin of wearing ties is from. Then, you will get a step by step guide on how to tie a tie. On the bottom you get a video, that shows how to do it.
Another feature is that you can talk to the app. You press the microphone symbol and ask your question. I asked "where is the Eiffel tower?". The app understood what I said, and gave me the information I needed.

This is what Kngine gave me when I asked it "how to tie a tie?"
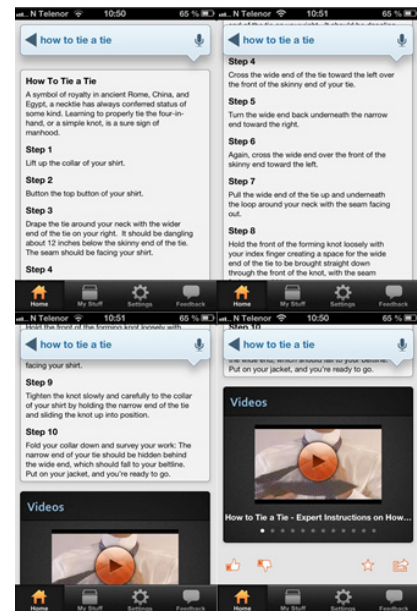
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How search works

Google has a nice website called "How search works". Follow this link to learn more about it: [How Search Works](#).

Searching. We do it all the time. I think Google.com is one of the most visited sites on my Mac. Still, how does it work? How is it possible that I write a few words in a text box and within a second, I have a long list of sites related to that search term?

Then, the first thing to understand is that when you're searching Google, you're not searching the web. You are searching Google's index of the web. In order to index the web, Google use software programs called spiders. These programs start by fetching a few webpages and follow the link on those webpages. From those sites, they follow the pages that they link to and they continue doing that until they have indexed a good part of the web.

Let's say you want to know how big the Eiffel Tower is. What happens is that you search Google's database, the indexed websites and they pull up the sites that match the search terms. You may search "Eiffel Tower height"; Google will search through their index, find the pages that contain those keywords and show them to you.

Yet, how do they know which page to show first? That has to do with importance and relevance. Google ask questions, they ask over 200 questions to every single search terms, like how many times is the words mentioned, if the words can be found in the URL. They also ask if this page is trusted, if it's a quality website, or if it's a website know to be fishy, spamming. They also look at a website's PageRank. PageRank is a link analysis algorithm named after Larry Page, co-founder and CEO of Google. The higher the PageRank of a site is, the better "reputation" it has. A websites PageRank is based on how important a site is, how many websites that link to that page etc. Back to the search, when they get all this information they can determine if a website should be shown on the top or be pushed down.

> *So how high is the Eiffel Tower?*
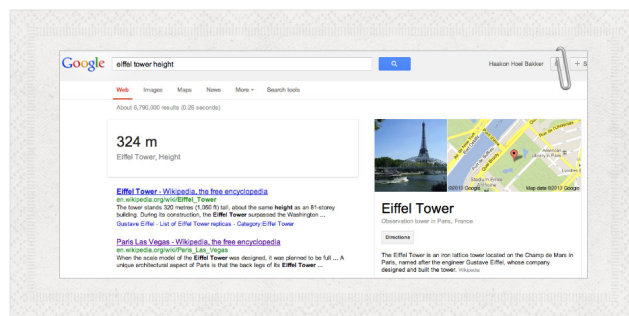
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Evaluating information found on the internet

Karoline

The internet is full of useful information. You can find everything from food recipes, new jobs, news, and information on various topics. Most students use the internet to find information, because there is so much information about almost anything you can imagine to be found on the web. Imagine searching for information about Facebook on Google, you will get 20,270,000,000 results (0.22 seconds)

Since anyone can put up anything there, you are likely to find false information. It is important to be able to tell the difference between false and correct information. The result for Facebook will give you many different results and how do you know what to trust and what to use? Most people settle for the first three results. There are many questions you can ask yourself, and many things to look for when you are considering the relevance of web sites.

1. The first thing you can do is to look at the URL. The URL is the address of the page, the link.
   - Is this a personal site? Personal sites are often more likely to present one person's subjective opinion. The information may not be neutral, and may just be presenting the page owner's opinions, rather than good information.
   - To decide this, you can look for personal names in the URL, or words like "users", "members" or "people".
   - It is also a good idea to look at the domain. Domains are the ending of the address, the .com or .org.
     - Government sites use .gov
     - Educational sites use .edu
     - Nonprofit organizations use .org

2. The next thing to do is to evaluate the author. What do you know?
   - See if the name of the author is recognized by either you, or is he/she associated by a known organization?
   - Is there any contact information about the author? If there is, you can contact the author to get more information, or ask about his/her position and opinions. It is important to decide whether you have found just an opinion or gossip, or if it is a relevant, factual text.
   - You also need to consider the date of the publishing. If it was written ten years ago, the facts are very likely to have changed. It is very important to use up to date facts.
   - Are there any sources? It is a very good idea to check out the sources the author has used. Maybe they are even better than what the author has created. Alternatively, maybe the sources prove to be not reliable at all.
   - It can also be very useful to look up what others say.
     - Google the author and see if you can find any information on him/her.

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- Go to http://www.alexa.com and paste in the link in the search box. You will find traffic details, related links, and ownership info about the domain name.
- Google the site and see what comes up. It is often a good idea to see what sort of pages that links to the page you are looking up.

These simple steps can help you to evaluate whether the information you have found is false or not. It is always important to remember that everyone can post anything on internet, and it is important to check your sources twice.

We used these sources:

Johns Hopkins http://guideHs.library.jhu.edu/content.php?pid=198142&sid=1657539

Berkley: https://www.lib.berkeley.edu/TeachingLib/Guides/Internet/Evaluate.html

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Plagiarism

Ann Michaelsen

To avoid plagiarism, you must give credit whenever you use:

- another person's idea, opinion, or theory;
- any facts, statistics, graphs, drawings—any pieces of information—that are not common knowledge;
- quotations of another person's actual spoken or written words; or
- paraphrase of another person's spoken or written words.

Source: Indiana University

Quotations

Many problems in presenting assignments are related to the misuse of quotations from secondary sources (that is material presenting critical interpretations of primary texts). It is acceptable to refer to secondary material to gain knowledge or find different interpretations that may stimulate your own thinking and, sometimes, confirm ideas you already hold. Whether you quote your source directly or simply paraphrase the idea, you must always acknowledge the source you used.

Source: UTAS Library

APA style

In this book, we have used the reference function in word. There you can choose between many different styles. At the university, you will be asked to list your references and not doing so is one of the most common reasons students might not get their papers approved. In Word it is quite easy. Just choose references and manage sources. Type in the book, journal, report or web site you have used in your paper. When you later write a quote, you just choose insert citation and find your source in the list. Easy! It is a good idea to start working lite this right away!

Advice to students

Håkon

Plagiarism is one of the most common mistakes students are doing nowadays, and it can have some serious consequences. The correct translation of plagiarism, is "The act of appropriating the literary composition of another author, or excerpts, ideas, or passages therefrom, and
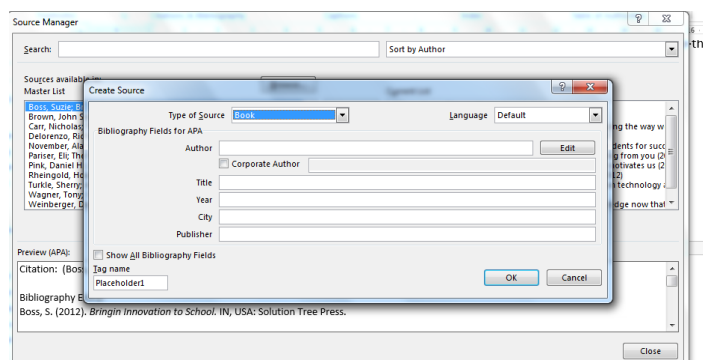
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passing the material off as one's own creation." In other words, plagiarism is when you are stealing someone else's ideas or work, and putting your own name on it. A common example of this act is copying most of your work from Wikipedia or the first page that shows up on Google when you're searching for a topic. Even if many students might have done this one or five times during their years at school, without any intention of stealing others' work, this is a negative, habit and you will encounter problems by doing this too often. Firstly, and maybe the most negative habit you might get by doing this, is being too dependent on the internet for schoolwork like writing essays or projects. It is an unprofessional way to work and it may limit your own creativity and your mind by not creating ideas yourself. Though not everybody, who has copied others work gets these habits, there are some who do, and luckily there are some great tips that can help you from copying others work, like these from the Empire State College handbook:

"To prevent passing off the author's viewpoint as your own, or to let it stand as a substitute for your own, you must first acknowledge the author in your text, and then point out what you think makes the viewpoint valid or not. In doing so, you have not only appropriately cited your source, but you have also drawn a conclusion about the validity of that source and thereby made an original contribution to our understanding of your topic."

"Being able to paraphrase, or summarize, an author's viewpoint without resorting to direct quotations is valued. It shows that you've read, and understood, what the author has said so well that you can use your own words to describe that viewpoint. Remember, when paraphrasing, even though the words are yours, the idea belongs to someone else, and you must therefore mention the author, because failing to do so is plagiarism."

"Even if the source is you're using cited, direct copying of words or phrases without using quotation marks is plagiarism too. Not only does this mislead your reader into thinking you wrote words you didn't write, it gives the false impression that you understood the author's ideas well enough to paraphrase them. Whenever you lift words verbatim from a text, they must be enclosed within quotation marks."

"Some words and facts don't need to be cited because they are considered knowledge that is a part of the public domain or "common knowledge." We all agree, for example, that Christopher Columbus landed in the Americas in 1492 (though we may differ as to whether or not we should celebrate that event), or that the boiling point of water is 100 degrees Celsius (though different experiments will use this fact to different ends). Facts like this will appear in sources, and can appear in your papers, without a citation because they've been established by many different authorities. However, an author's unique interpretation of these facts requires a citation. If you are in doubt about whether a certain piece of information is common knowledge or interpretation, it is a good rule of thumb to cite it."

These four rules are great to remember when doing schoolwork for avoiding plagiarism, because as stated, it is allowed to quote others ideas, words or even copy other pictures as long as you mention the source. However, it is still important to remember that it is you who is the

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author, and by that I mean you are allowed to copy others work if you follow the stated rules, but make sure that you're the one who gives the message.

Copied from writing center at Empire state college

Using images in blogs and publications

Ann Michaelsen

It is important to remember that when you post on your blog you cant just copy an image you find online. You have to be sure that the photo you found is allowed to be re-used. There are several web sites that offer pictures you can use on your blog. The pictures we have used in this book have all been searched and found in one of the web sites recommended below.

1. Wikimedia commons is a great place to find images, sounds and video you can use in your blog. (thanks to Ulrik for showing me)
2. Flickr: creative commons is one.
3. Google image search: Choose Google Advanced Search, and be sure to click: Usage rights: Free to use or share!

Creative commons

Creative commons was started in 2002, making it easy to declare that you are fine with others using you work without first asking permission. Hundreds of millions of items now bear the CC mark.

Creative Commons helps you share your knowledge and creativity with the world.

Creative Commons develops, supports, and stewards legal and technical infrastructure that maximizes digital creativity, sharing, and innovation. Looking for music to add to your video, search here to find music that you can use! Source: http://creativecommons.org/

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Curation

Ann Michaelsen

Digital Curation is defined in Wikipedia as:

> *the selection, preservation, maintenance, collection and archiving of digital assets. Digital curation is generally referred to the process of establishing and developing long term repositories of digital assets for current and future reference by researchers, scientists, historians, and scholars.*

It was Langwitches blog that first pointed me in the direction of thinking about curation for students as well. She asks; how can the concept of curation be brought into the classroom. We should encourage students to find and connect to great educators as well as being great curators for their own network as well. Quality curation she argues, takes higher level thinking skills.

It requires responsibility towards your network who rely on you to filter information on a specific topic. Curation requires the ability to organize, categorize, tag and know how to make the content available to others and to be able to format and disseminate it via various platforms.

Curation is a term I first heard about when participating in the Netsmart web course by Howard Rheingold. I was already familiar with RSS feeds and had heard about paper.ly. What I had not heard about was Scoop it and I have found that very useful. I have a page called "Connected educator" and that is just like a newspaper with articles about connected educators, 1:1 schools and student centered learning.
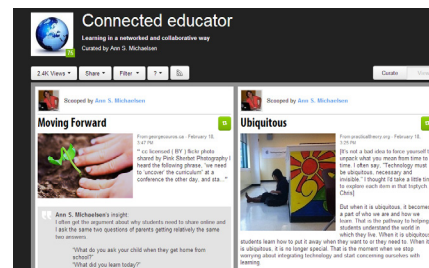
When you set up an account you decide the name of your newspaper and then you say what sources you want to monitor. My scoop page Connected educator is found below.
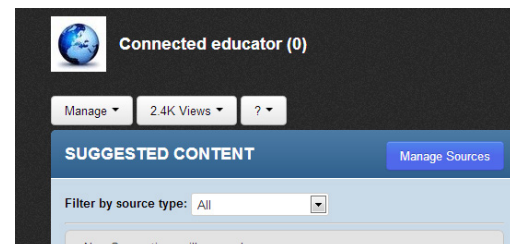
If you want to you can follow many interesting scoops and search by topic or community. In the age of information overflow, this strikes me as a useful tool for students as well. When preparing a test, a paper or a report finding viable information is important. If the class decides to work on this together it will save time and effort. When participating in Howard Rheingold's course he

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would assign some curators who would find more information for us on the topics. It is obviously a skill that needs working on for most students. Finding information while your teachers is talking, giving a lecture can be a dangerous distraction. But some students master this easily. Teachers could assign the role of curator to different students or they could as me make a scoop it account and share their findings there. Here come an easy description on how to do this:

After you register and create a topic, you have to name it and select language. Look at illustration below. If you enter some keywords like internet safety, digital literacy, scoop it will suggest content for you. After that, you want to start adding additional sources. You do that by choosing manage sources
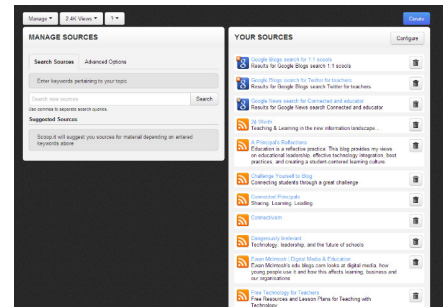
If I want to add sources I click on advanced options. I can cut and paste webpage addresses in here. In addition, I can add twitter users, twitter lists or custom twitter search. If I follow some on twitter living in a different time zone from me following twitter users might be a good idea. The same with twitter searches. Then you will not have to check your Twitter feed all the time!

Another way to scoop an article when you are browsing the internet is to have a Sccop it button on your menu. You can do this in Firefox, Google chrome or Explorer.

The myths of multitasking and learning

Ann Michaelsen

When psychologists study multitasking they do not find a story of new efficiencies. Rather multitasks do not perform well on any of the tasks they are attempting. But multitasking feels good because the body rewards it with neurochemicals that induce a multitasking "high." The high deceives multitaskers into thinking they are being especially productive. (Turkle, 2010) Sherry Tukle says in her book that she made her students take notes on paper and type the notes on the computer afterwards. This to prevent them from being distracted by Facebook. "But I notice, along with several of my colleagues, that the students whose laptops are open in class do not do as well as the others." (Turkle, 2010)

What do you think about your ability to concentrate when taking notes or studying while online?

Heidi Houge

What do you think about your ability to concentrate when taking notes or studying while you are online? To answer the question look at these three different groups. Where do you belong?

1. Yes, I can concentrate easily when I am online.
2. No, not at all, I have problems concentrating when I am online.

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3. Sometimes I have the ability to concentrate when I am online and sometimes I am not able to concentrate when I am online.

The first group can concentrate when they are on for example Facebook, Skype or Twitter. They don't fall out of what they were doing when someone writes to them on Facebook. The second group can't concentrate when taking notes or being online while studying. They get distracted and fall out of what they were doing. The third group can concentrate sometimes and sometimes they do not stand a chance at concentrating.

I am in the second group. When I do homework, I have to avoid checking my phone or being online on Facebook. I totally fall out of what I was doing and must therefore stay offline and stay away from Facebook. Next time you do homework study for a test, test yourself!

How distracted do you get when friends contact you on Facebook and Skype?

Ewa

Facebook is one of the most distracting communication tools you can use at school. Even though you are doing your homework or listening to your teacher, some of your attention goes towards it. It is horrifying how much time every teenager but also adults spend on Facebook. It can easily become an addiction. You are forced to be available 24\7 in case some of your friends want to talk to you. In Norway there is one more application that is really distracting at school and that is Snapchat. I don't even know if many teachers are aware of it. Snapchat is an application where you can send pictures with text to everybody. There are many distractions out there,   just waiting to get your attention. I think it really depends on which subject you have. Teachers complain that students don't not know how to behave when the teacher is lecturing or giving a presentation and that they are respect less.. I think some of them are wrong. I wonder if they are paying attention every time they are at meetings. And one more difference – at our school we have one or two subjects a day. It can be monotonically. But some of the teachers have a skill; they know how to motivate us. It is really easy. I'm paying attention to the topics I'm interested in and that's why a teacher should treat every student individually. When teachers lets the students ask the questions and choose the topics they make sure every student is active and motivated. That is how they can make the school days interesting and varied and when you have block scheduling like we do, this is very important. I think many students are bored in school because answering questions from a textbook is not very challenging. The way we are working in English class this year is much better. We write on blogs, we have written this book and we are allowed to work with topics that interest us. We do not use a textbook at all.

What would you say if the teacher/school/school board closed certain sites?

Ewa

If our school decided to close sites like Facebook and so on I would probably be very annoyed, because we are not at primary or middle school any more. It is our choice if we want to waste our time on Facebook or not. I think it would be better to close the internet connection when a

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teacher has a presentation and wants to catch the students' attention instead of closing Facebook as a permanent practice. Sometimes it seems like it is really hard for a teacher to get the students interested in what is going on in class and that is why they are talking about closing sites like Facebook I think.

Furthermore, after 10 years of school we should be responsible and face the consequences of our actions. It is our choice if we want to go to high school or not, it is not compulsory. But since we all decided to be here, we should at the same time respect some of the rules.
It can be a problem and we should be aware of how much time students are wasting on sites like Facebook.

If I were a teacher I would probably talk to my students and ask them what they really want, and how they would like to solve the problems of distractions and wasting time online. The problem is that nobody would say that is ok to close sites such as Facebook. We should be able to have the freedom to choose how we spend our time at school and at the same time be able to focus on subjects at school. Some students say that being at school doesn't help them and that they are not prepared to take tests. For some students the freedom we have here with everything open and available can be too difficult. That is why I think teachers should pay attention to what students are doing and if they are focused and working with their schoolwork.

I think some teenagers would agree with the statement above, and even if they won't admit to it, it would be a helpful gesture if the teachers knew what the students were doing in class and reminded them to be on task.

We have to ask ourselves the questions; are we really that foolish? Do we not understand what's best for us, is it really necessary for other people to think for us? I don't think so. We should be able to discuss this with our teacher and find out what's best for us. I think all teachers should have a good connection with their students, because that's the only way they can respect each other.

If you have respect for your teacher you will pay attention almost every time he or she talks to you and then when the teachers sees that you are paying attention he or she will trust you and let you work on your own and even be more open to new ways of working at class. I think to work in a team both teacher and students need to be equal partners and equally responsible for the teamwork! Just like we are when we are writing this book!

What distracts a student?

Catrine

Technology has its many perks, but can sadly be an enormous distraction when it comes to work. The internet is a tool that allows us to enter an entirely new world, with just a simple click of a key. This world is open to us at all times, 24/7. During a learning session where all focus is needed on one specific task, the road to that world is not further away than that simple click on the keyboard.

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Perhaps there are too many temptations in a classroom? I often feel the urge to eat, drink, use the internet and talk to other people. These are everyday temptations that redirect a student's attention from their work. Does this mean that schools aren't strict enough? Or else does it mean that students today do not have enough self-discipline?

Teachers are allowed to turn the internet off during class, but there are always classes where the internet is a vital source for learning, like English for instance! The world being a technological place should merely force us to develop a better system that restricts the use of the internet during class. On the other hand, it should not be someone else's responsibility to make sure that we are using the internet wisely, which leads to the conclusion that students need to learn not to give into temptations. **The more we talk about this and the more we think about it the more equipped we will be to handle this, now and later in life as well.**

Monotasking:

Håkon M

In a world where everyone is multitasking while doing work, travelling, cooking etc., could you imagine yourself only doing one thing at the time? Monotasking, a term of only doing one thing at the time, is a great way to be more productive and also being sure to get things done without any form of distraction, by simple focusing on what you are supposed to and nothing else. No matter if you're a teacher or a student; this will have huge benefits while working, because it simply makes you working faster and better while using less time than if you were multitasking!

Though there might be some people who are already working this way, there are also loads of those who just juggle tasks and get stuff done a little at a time. However, this type of incremental thinking is a one way ticket to mistakes. It's way too easy to lose focus this way and while I consider myself to be pretty good at mental juggling, I've experienced this many times myself, were I've constantly been multitasking between Social medias, news, games etc. and not getting my work done as effectively as it could be (keep in mind music is allowed if you can work without being distracted by it).

If you're Monotasking the way I explained above, it's the productivity of the Holy Grail. When you're staying fully focused and engaging yourself so deeply in your work that time flies away, you'll been entering a state known as "flow" (watch to understand the term) which will make you work optimally. Entering this way of working will probably be a change of course for the modern worker, and with lots of work on the agenda, incoming email and people constantly trying to get in touch with you, it's challenging to get to flow in the first place. But if, and hopefully when you succeed, you can be assured that you'll work way more productive and smarter.

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Memorizing facts, Improving your memory:

Remembering new information is an underappreciated skill not many people in this world master, and there are few people who ever learn the right techniques to be sure to remember exactly what they want. However, mastering this great skill could play an essential part of your future, and may help you many times during your life as a student and probably when you get older too. It's a great requirement for any sort of professional growth, since the need to learn is high and we're producing new information every day.

Luckily, as a cause of all the new information, there are some effective methods out there made by great scientists and psychologies you can learn. There are different styles for these following methods, and some may appeal more to someone than others, but everybody is different and learn differently.

Method 1, SRS: Experimental psychologist Hermann Ebbinghaus did once discover our brains 'forgetting curve' which shows how long time your brain uses to forget thing, and the best time you can possibly repeat something you want to learn, is the time right before you forget it! As said, everybody is different, and therefore, so is their forgetting curve. Using the SRS tool, also known as 'Spaced Repetition Software' (which is free to download), is a clever method to use because it can learn how your idiosyncrasies works, and can then show you what you need to remember right before you forget it!

http://ankisrs.net/index.html

http://sourceforge.net/projects/simplesrs/

http://blogs.hbr.org/cs/2012/12/heres_a_better_way_to_remember.html
http://www.memory-improvement-tips.com/keyword-method.html

Method 2, Key words: This is a very effective way for remembering foreign words or definitions, and all it takes is two simple steps. The theory behind this method is also pretty simple, your brain, or more precisely the brain's right hemisphere, remembers things and pictures which are usually bizarre or usual instead of what's more regular. Therefore, by first converting the sound of a word into one or more concepts that can be visualized, and then associate those concepts with an image representing the actual meaning of the word is all you need to do. This also works exceptional when learning foreign languages, because it's easy to convert the sound of the words because they often are written in the same way or mean something else in your language.
Ex. Sympa (French)=Nice (English) which may make you think of the French city, Nice.

These are two effective methods you can use to improve your memory. However, there are loads of other methods out there, and if you want to learn some other exercises;

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http://www.memory-improvement-tips.com/ is a great site which include great tips and methods which will most likely help you if the methods as presented doesn't!

Technology literacy

Ann Michaelsen

- Use online tools and applications to collaborate, share, create, inform and enrich.

A Common definition of Technology literacy is the ability to responsibly use appropriate technology to communicate, solve problems, and access, manage, integrate, evaluate, and create information to improve learning in all subject areas and to acquire lifelong knowledge and skills in the 21st century.

Technology literacy is the ability to:
- Demonstrate creative thinking, construct knowledge, and develop innovative products and processes using technology.
- Use digital media and environments to communicate and work collaboratively, including at a distance, to support individual learning and contribute to the learning of others.
- Apply digital tools to gather, evaluate, and use information.
- Demonstrate critical thinking skills using appropriate tools and resources to plan and conduct research, manage projects, solve problems and make informed decisions.
- Understand human, cultural, and societal issues related to technology and practice legal and ethical behavior.

If you think about these skills listed above, school is not typically a place where this is either needed or encouraged. Most educational experts and teachers agree that creative thinking and constructing knowledge should be an important part of the students learning. However, how much time do we spend on developing these skills? How much time do students spend on collaborating to contribute to the learning of others? The constraint, for most teachers, I think, is the exam and the teaching for the test. Luckily, in Norway some exams are open to the use of the internet. This is a good start, and with any luck more exams will be with the use of the internet, not only in Norway and in Denmark! Have a look in chapter 8. Tools to learn more about technology literacy.

Using the internet during exams

My Students Reflect on Norway's Connected-Testing Pilot

Posted by Ann Michaelsen on Jun 20, 2012 in Making The Shift, The How of 21st Century Teaching, Voices, Web Tools That Deepen Learning | 7 comments

On the last day of May, my high school International English class participated in our national English exam. They were also among a group of students in Norway who were allowed access to the Internet during testing as part of a pilot program.

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I had expected a lot of attention would be given to this landmark event, not only by the press but other teachers, administrators, educators, politicians and everyone else who usually has an opinion about school, academic achievements and the dangers of Facebook and social media. But no. Only silence. And I'm not quite sure what to make of that.

Isn't the issue interesting or provocative enough? They could be cheating during the test! (Smile) ISTE, which meets this week in San Diego, California, has a debate going — asking if students should be able to use the internet while taking tests. But the "controversy" doesn't seem to have sparked much of an interest there either! Could it be that it's just the sensible thing to do, and nobody wants to make a fuss?

Many students are not ready to take full advantage

I'm willing to believe that is the case. It is really not a big deal, certainly not from my point of view. In my first post about Norway's plan to experiment with "connected" test-taking, I wrote: It's 2012. The internet has been widely available and expanding exponentially for 20 years or more. Why is looking up information during an exam or test considered cheating? That is the way everyone works these days. No one is expected to know or remember all the facts and information available out there.

That said, many students do not yet have the competency to take advantage of being connected. Not even in my class, where we have used the Internet repeatedly and routinely, searching for information and writing on our blogs every week. (I'm tempted to throw in some data here – the number of hits some of my students have had on their blogs during this school year; 6.000, 13.500, 15.000, 17.000 and 20.500).
When I did a quick evaluation of the exam data last week, I was surprised to learn that some of my students didn't use the internet during the test as much as I personally think they should have. To me it was interesting to separate the students who are what I call "net smart" from those who mostly relied on their own recall and proficiency to solve the problems.
Turns out that some students are so used to taking exams without the use of the internet that their mindset is to rely exclusively on own content knowledge of the topics. This seems to be the conclusion of my students as well — many of whom blogged about the connected testing experience.

As I had already foreseen, my use of internet was minimal. I used it to read my blog mostly. However I also used it to expand my vocabulary. On the other hand, if I got another chance I might use the internet more. The reason why is because, when I hear what the other students used the internet for, it seems so smart. Many of them used it well; therefore I have much to learn from them. As a conclusion I will try to use the internet better the next time.
Another thing we discussed in the wake of the testing: One of my students was amazed that Facebook was not blocked that day. I think it is a working (bad) habit they have acquired. They think, search, write and look in to see the latest news on Facebook! She told me she did the same during the exam, but most others said they resisted the urge to peek. I told her I wasn't worried about cheating on Facebook. If you need information you can search for it yourself,

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right? You have access. The worst case scenario would be that a friend or an adult on Facebook is willing to answer exam questions for you. But the rules of connected testing did not allow direct communication with others on the Internet, and I have more faith in my students than to suspect organized cheating. Vilde

Here's what my students had to say

I asked my students to write about the exam using the provocative headline: Why we should allow the use of internet when testing or, if they disagree, Why we should not. They all chose the first headline in their writings, and here are some of the points they made:

I must say that I found it very helpful. Even if I didn't use it that much, it was nice to know that I could use it if I wanted to. Margrethe**.**

After using the internet during the exam, I found the internet extremely helpful and couldn't find any negative sides to having it accessible. I realized that this is the future. Earlier, you couldn't use any kinds of sources during exams, and now that seems unthinkable. When not using communication, it is just the same as looking through books, only you found a vaster amount of information in a shorter period of time. Andrea**.**

I started thinking if this was just going to confuse me and give me too much information to handle. After having my exam with use of internet, I am convinced that this is a positive and supporting tool. It was very helpful to look up grammar and linguistic tools on the internet, and I think that my text contains less grammatical errors than before. Another thing was that I got to collect a lot of information on my topic. Kaja**.**

In my last blog post, I wrote that I thought having this Internet access would be of great help. And I think I was right. While I still don't know what my grade will be, I think I used the Internet as much as I could to do my exam as well as I could. For example: One of the tasks on the exam was to analyze a text and point out how it was a persuasive text. In that task, I used two different websites to find several good literary devices used to persuade readers, which I included in my answer. In another task, I decided to compare two conflicts that appeared in two different movies, that both took place in multicultural societies. I used the movies "The Great Debaters" and "Gran Torino". The conflict in "The Great Debaters" was segregation, where the main characters experience what it's like being the suppressed subculture. To write a few good paragraphs about this, I needed some facts about the black immigration and their living conditions, in addition to statistics on how many blacks moved from the farms to the cities. In other words, this is not information I would know without doing some research. Sara**.**

My conclusion is that this has been a great learning experience both for me and my students. I just hope the educational authorities in Norway and also the rest of the world realize that this is the way to go and follow suit! As Will Richardson said in Huff Post Education in 2010, most kids today are illiterate in several significant ways.

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Right now, in their classrooms, they're not "designing and sharing information for global communities to meet a variety of purposes." Nor are they "building relationships with others to solve problems collaboratively and cross-culturally." And as far as "managing, analyzing and synthesizing multiple streams of information?" Not so much. I say let's hope for an urgent change! My students are certainly sharing and reflecting on their learning experiences and managing, analyzing and synthesizing multiple streams of information. I would like to let one of my students end this post with her wish for the future:

Now that we have finished our English exam I'm so happy we were allowed to use the internet. I felt more secure on my facts and it made it so much easier for me to write my paper. I hope that in the future it will be normal to use the internet during the exam because you can support your arguments with facts you find from reliable sources. The future is technology, and we should be able to use what we can to prove what we are able to do! Susanne

7. Assessment

Some words from the chapter editor

Haakon

I think assessment is one of the most important issues in the whole school system. The grades and evaluations we get is what we, as students, build our life on. At least in the early stage. The way we are being assessed can have a big impact on how well we do in school, and we need to find a better way sooner rather than later. We cannot be bound to the old-fashioned thinking; we need to think outside the box.

When working on this chapter we've learned a lot. We've reflected on how we should be assessed and if we can assess ourselves. We've also learned that everyone has a different view on how one should be assessed, at the same time almost everyone we've talked to thinks that the way we're being assessed today is outdated.

The people who have written in this chapter are Amalie, Marie S, Julia, our teacher Ann, myself as well as some guest writers!

Ann Michaelsen

Assessment is one of the most difficult and yet most important areas of learning. When asking for feedback from the students in out yearly survey, assessment proves to the most challenging area for both students and teachers. Effective one to one formative feedback is time-consuming and difficult to administer. When you have 30 students in your class, it is difficult to offer constructive feedback to everyone while teaching. When working in a student centered classroom the goal is to have the students understand what they need to do and to be able to move on when they are ready. The goal is that learners are able to suggest assessment methods that they design to show their teacher that they have met the standards. Students should be able to practice the expected skills and work on the expected knowledge level, then self-assess their skill level, and alert the teacher when they are ready to present their learning on the expected skill level. This is in contrast with current practice where all students are tested on the same day, in the same way. By placing the ownership of assessment in the student's hands, leaners are motivated to show their teacher what they know and can do. (Stoll, 2012)

If assessments are designed with the young people, the learners perceive assessments as tools to ascertain the areas for their improvement, and learners will look forward to assessments as a natural part of their learning. (Stoll, 2012, s. 2786 of 5072)

Feedback from classroom assessments should give learners a clear picture of their progress on learning goals and how they might improve. Feedback on classroom assessments should

encourage learners to improve. Classroom assessment should be formative in nature, and formative classroom assessments should be frequent. (Stoll, 2012, s. 2813 of 5072)

Three main uses for assessment:

To inform the next steps in teaching
To determine which standards are being mastered
To make teaching evaluation decisions

Where am I going?

Strategies:	Provide a clear and understandable vision of the learning target.
	Use samples and models of strong and weak work.

Where am I now?

Strategies	Offer regular descriptive feedback.
	Teach learners to self-assess and set goals.

How do I close this gap?

Strategies:	Design lessons to focus on one aspect of quality at a time.
	Teach learners focus revision.
	Engage learners in self-reflection, and let them keep track of and share their learning.

(Stoll, 2012)

Chapter 7 - Assessment

How does this tie into the way we work in our class?

In a perfect world, assessments should be made with the students. Students should be able to ask the questions. This way of learning is called learning inquiry and it is a strong motivation for students to come up with answers and more importantly, more questions. In learner-centric schools, schooling and learning become much more aligned for the learner. Schools are no longer places where students lose their love of learning and inquiry. Instead they learn to be in control of their own learning process and support the learning of others. (Stoll, 2012)

If the rubrics used to self-assessed are made by the students with the teacher, the motivation to do well in the tests is a lot stronger. One point is that the students should be able to decide when they want to be tested, only when they feel they know the material. Some teachers seem to feel that the students should be tested with unknown material. That knowing the topic beforehand is cheating. We get the same reaction when we talk about using the Internet during exams. Having access to all this information is cheating they say. We might as well skip exams altogether! I will not argue with that! I'd much rather see students work on projects all year and have those assessed, like portfolios. But why knowing about a topic, before writing, is cheating, I will never understand. That is not something you will be expected to do in any work related task in the future. At the same time most teachers complain about heavy workloads when all the tests come in for grading. Why not spread those more evenly out? In addition, I much prefer to read essays about topics that are of interest to my students, them an assigned test made by me!

Rubrics

Ann Michaelsen

A rubric is a scoring tool that explicitly represents the performance expectations for an assignment or piece of work. A rubric divides the assigned work into component parts and provides clear descriptions of the characteristics of the work associated with each component, at varying levels of mastery. Rubrics can be used for a wide array of assignments: papers, projects, oral presentations, group projects, etc. Rubrics can be used as scoring or grading guides, to provide formative feedback to support and guide ongoing learning efforts, or both. Source Carnegie Mellon University.

By giving learners the criteria on which they will be assessed and the skills to self-assess prior to submittal, learners will learn the information at their own pace to proficiency because the learning target is clear. Use these examples as a part of departure and work on the criteria and material with the class prior to the assessment.

Rubrics you might want to try!
1. Oral exam rubric
2. Oral communication
3. Oral group presentation
4. Discussion in class
5. Research paper

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What is true feedback—and how can it improve learning?

Ann Michaelsen

I recently read this article in "Educational Leadership, Feedback for Learning" by [Grant Wiggins](#).

There is always a lot of debate going on about classroom instructions, and how students learn and how teachers evaluate and grade students' work. At our school, we spend a lot of time scheduling the tests for the school year, and each year both students and teachers complain. Too many tests during too few weeks. The focus on tests seem to be the drive for how the school year is planned. This makes me think about how we give feedback and if we are improving learning the way we could. In [this article](#) Grant Wiggins writes that research shows that less teaching plus more feedback is the key to achieving greater learning. There are numerous ways—through technology, peers, and other teachers—that students can get the feedback they need. I have listed his seven keys here! Even if formative assessment is a term most teachers are familiar with I wish teachers and school leaders spent more time discussion how to achieve effective feedback. It should be an ongoing discussion in all schools! Let's start all our lessons with "The point here is to look at this particular competency goal, that's the key thing we will be looking for in peer review and in my feedback to you!

1. **Goal-referenced**; Effective feedback requires that a person has a goal, takes action to achieve the goal, and receives goal-related information about his or her actions.
2. **Tangible and transparent**; Any useful feedback system involves not only a clear goal, but also tangible results related to the goal.
3. **Actionable**; Effective feedback is concrete, specific, and useful; it provides actionable information. Actionable feedback about what went right is as important as feedback about what didn't work.
4. **User-friendly** (**specific and personalized**); Too much feedback is also counter productive; better to help the performer concentrate on only one or two key elements of performance than to create a buzz of information coming in from all sides.
5. **Timely**; In most cases, the sooner the student gets feedback, the better. Most teachers find this impossible. The article suggests more use of technology and peer review. It's essential, however, to train students to do small-group peer review to high standards, without immature criticisms or unhelpful praise.
6. **Ongoing**; What makes any assessment in education formative is not merely that it precedes summative assessments, but that the performer has opportunities, if results are less than optimal, to reshape the performance to better achieve the goal. In summative assessment, the feedback comes too late; the performance is over.
7. **Consistent**; In education, that means teachers have to be on the same page about what high-quality work is. Teachers need to look at student work together, becoming more

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consistent over time and formalizing their judgments in highly descriptive rubrics supported by anchor products and performances.

Students' reflections

Assessments and evaluations in school

Amalie and Julia

Our thoughts on assessments
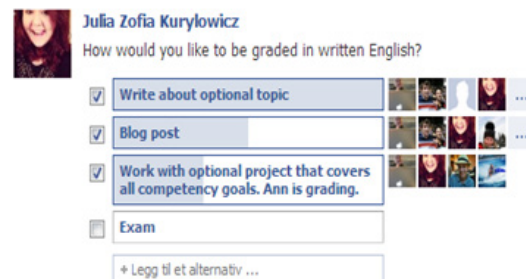
There are different ways to be graded. In our school, we believe in untraditional way of being assessed. We think it is old fashion to grade students on a big test at the end of the year with a topic they are not familiar with before the test. Therefore we want to discuss some alternatives.

What about working on an extensive project that covers many competency goals on a self-decided theme and then present it to your teacher? Alternatively, maybe record a conversation/discussion on a specific predefined topic between two or more students and your teacher will grade it.

We wanted to conduct a survey with our fellow students. The first survey was about how we wanted to be graded in oral English. The other one was how we wanted to be graded in written English. We gave them a few opportunities. They were also able to come with other suggestions.

The test showed us that the majority in class would like to write an exam where they could choose the topic themselves. In oral assessments, most of the students we asked preferred to record a conversation with two or more people. But when we asked other students at school, who are not working on writing a book like us, they answered that they would like to have an exam where they are not able to choose the topic. We also asked a few teachers. Only one of them would like a large project that covers several competency goals.

Julia Zofia Kurylowicz
How would you like to be graded in written English?

☑ Write about optional topic
☑ Blog post
☑ Work with optional project that covers all competency goals. Ann is grading.
☐ Exam
+ Legg til et alternativ …
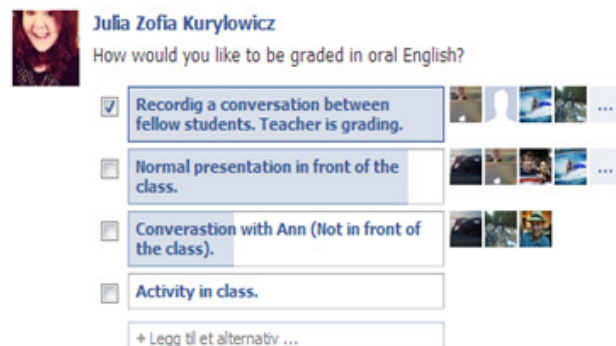
To conclude, this survey shows that it is not just the teachers who are a little old fashioned, but also the students. Students often think a little conservative. They are not willing to try anything new because they feel comfortable with methods they already know.

Julia Zofia Kurylowicz
How would you like to be graded in oral English?

☑ Recordig a conversation between fellow students. Teacher is grading.
☐ Normal presentation in front of the class.
☐ Converastion with Ann (Not in front of the class).
☐ Activity in class.
+ Legg til et alternativ …

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We had this survey on Facebook. That means that the students are able to click on which way they wanted to be graded. We talked with our English teacher and she thought it was a good idea. That means that you are able to write about something that is of interests to you, and your opportunities to get a better grade are much higher. In addition, the teacher gets to read about topics that are interesting! Because when you write about something you are in to, is tends to be a lot more interesting for the reader as well! Just like when we write on our blogs!

Think different

Haakon Bakker.

For decades we've had the same way of being tested. Most of us are not using the tools we have available. On Sandvika we're still "behind" in terms of assessments. With that I mean that we have tools available, tools we're not using when we're being assessed. Is it right that in class we're using our computers, and during a test we're using pen & paper?

We need to "think different", I think the reason we're using pen & paper in the assessment situations is because of the teachers. How can I say that? Simply because students have no problem using computers. I think the teachers don't really trust us, why should they? Everyone knows that when a teacher gives the test on the computer we have our notes just a click away. At the same time; when we are tested, we have no connection to the outside world? I think that way of being assessed is outdated. We should be able to look at our notes; we should be able to use the tools we want. Why shouldn't we? We've already written it down, now we're just writing it down and forgetting all about it.

Maybe the way we're being assessed worked 50 years ago, but not today. In the world where computer technology is the main part of our lives, that way doesn't cut it anymore. In our future jobs, do we need to know things in our head? Instead, couldn't we just Google and get the answer? Most likely, the jobs we will get will include "everything we didn't learn in school".

When I say that we need to utilize the tools we have available, it's not to make the tests easier for the students. Well, in a way it is, in another it's not; By giving the students the opportunity to use their computers to the fullest you're awarding the students who work a little bit with the subject each week, who're taking notes, and you're giving the people who're not working with the topic until the night before the test a disadvantage. You may argue that the students who are not working will find a way to get the notes from other friends in his/her class. That may be right, but if they don't really know the topic how can they score well on the test? This will of course work better in some classes, and not work as well in others.

The point from above doesn't work today. In the tests we're given today we're tested how to memorize facts. Again, all wrong. We need to be tested in our ability to write and see the connections. To continue from the point above; we cannot continue being tested like this. We need to "think different".

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We should change the way we are being assessed sooner rather than later. We have to realize that this way of learning is outdated. In a world where we use computers for basically everything, we can't do tests the old way.

Students' reflection

Henry 9th grade Highland tech Charter School Alaska

Determining which way to be assessed really depends on the subject. Certain core areas, such as math depend on the standard paper and pencil tests to demonstrate mastery of the subject due to a slight difficulty in being able to demonstrate mastery in a presentation form. However, other subject areas such as social environments can flourish in a presentation only environment, with paper and pencil tests only resorted to when fully needed to demonstrate mastery.

Science, along with social environments tend to be the two subjects I believe could use some form of digital assessment, as both can benefit from allowing students to widen their views of the world around them, without limiting the class to a certain speed of progression. Students can be on the other side of the world learning with other students, but still be sitting in class, demonstrating mastery while teaching other students.

Communication literacy (writing) can be a mixture of no tests, and demonstration of mastery via writing essays or creative pieces. Thus, it can be quite flexible.

Reading can be closely tied in with writing, and essays demonstrating mastery of a reading response or other material can be applied to demonstrate mastery of a writing standard.

In conclusion, a system which has no tests is a possibility, but so is a system of a low amount of tests and a high amount of student participation.

Paige 8th grade Highland tech Charter school Alaska

I think that assessment depends on the topic. In subjects such as math, a multiple choice or written answer test is required. But for any other subject, **these types of test are not acceptable**. To complete tests such as these, it only requires logic to rule out answers. All people have the capability to do this. In order to complete a certain topic in schooling, I think there is one main option for better assessment, which we use in our school often. This idea is the idea **of students choosing which way of assessment is best for them**.

When students choose their way of assessment, which is usually a hands on project, students are more engaged and likely to complete the subject. The way of assessment can be anything the student choose, whether that be singing about science in a rock opera, or creating an informational newsletter for the community. Most of the larger projects are presented to a panel, but the due date is usually made by the students. I believe that this is an effective and engaging way of assessment.

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Should students be able to assess themselves? At first, I thought it would not be a good idea if the students did this all the time. However, sometimes it is good for the students and the teacher that the students assess themselves. The students will be able to see where they are in their learning and it should be possible for the students to learn to assess themselves. Therefore, I actually think the students minds will grow, and they will be smarter if they get the chance to assess themselves. It is important not to mix up assessing your own learning and giving yourself a grade, because those are two different things. After a task, it is good for the students to be able to evaluate their effort and their progress, but they do not necessarily need to give themselves a grade. If the students write an evaluation on their progress and their learning, it can help the teacher. The student may not be honest, but it is worth a try. The teacher will observe the student and in time the student will get better at this.

For some students this can it be difficult because they are either too kind or too hard on themselves. Some students think if they just give themselves a good grade on the work they do, they will get a good grade in the end, but that is not true. The final grade will always be set in accordance to performance and what you have presented for the teacher. Other students may have a low self-esteem and then think that they didn't do well even though they mastered the task. Even when they know they did well they are afraid to give themselves a good grade because they think they may give themselves more than they deserve.

If the students start to assess themselves in elementary school, they may learn to become more realistic when they are assessing themselves later in life. I would think the younger you are when you start working like this the better. Actually they should start doing this when the students start school.

I think it is very important for students and teachers to let the students assess themselves. The students have to reflect on their own work, and in the beginning, it can be hard. I think a good way to start is to have a rubric where you cross of for low achievement, average achievement or high achievement with every competence goal in the class. That way the students can mark what they feel is right. I think it will make it easier for the students to evaluate themselves and will help them in their learning.

Therefore, my conclusion is that the students should actually assess themselves, but they should start in elementary school so they know how to do it when they get older. It is a good quality to be able to assess yourself, so it is a great competency for you later in life as well.

8. Tools and websites

Some words from the chapter editors

Victor and David

What have we done in this chapter? Well, for five weeks we have worked hard and efficiently in our English class. As one of the editors of this chapter, I can proudly say that my fellow students have worked really hard and with excellence. My assignment was to give each student a task for every English class we had. In addition to this, I have helped my fellow students in many different ways. Mostly helping them getting information about the topics or helping them with their vocabulary. In this chapter, you will find a lot of descriptions and tutorials on how to make your school day easier, either by using tools or web resources that are related to your work plan.

Erling

I thinks it has been an interesting chapter to work on. The topics have been interesting and fun to learn about. Personally, I have learned about useful websites like Vocabulary.com and Wolfram Alpha. I did not know about these websites before I started working on the book, but now I know the websites well. Most of the teachers know about websites like "Facebook" and Twitter, but they don't know how to use them in an educational and useful way. As a conclusion, I think this will turn out to be an interesting chapter for teachers and students; with any luck, they will use the websites we have recommended.

Plan for teaching

Ann Michaelsen

It seems like new software and new webpages are popping up every day. I get links on Twitter and Facebook all the time, the list seems endless. For the average tech interested teacher it is difficult to keep up with all the different free software that is available to use in class. Remember it is not about the software it is about the pedagogy! First, decide on what you want the student to work on, learning objectives, competency goals. Secondly, try to get an overview of some of the options you have. Most of what we have listed here is free. Browse the list and see if anything here will work for you and your class. Perhaps the students could make their own list in your class. What works for us, what helps us in our leaning? Categorizing this chapter proved to be a little difficult, but we gave it a try. Many of the websites listed here can be used in many different stages of learning.

Chapter 8 – Tools and websites

In this chapter, we will try to make a roadmap on what to do and how to do it. We have tried to structure this chapter in the following sub-chapters:

1. Tools to prepare a lesson

Many course credits in Norway are based on oral presentations and some only have oral exams. Even so many teachers base most of the course grades on written tests. Why you might ask? Time, organization or just an easy way out? In our English class, we have many oral competency goals. In a class with 30 students, it is sometimes difficult to listen to all the students speak. Here we have listed online free software to record the students' presentations and discussions.

> *Curriculum goal:*
>
> *Express him/herself in writing and orally in a varied, differentiated and precise manner, with good progression and coherence*

The secret of recording

Ulrik & Haakon

When a student has a presentation in class, it can be a challenge for the teacher to grade the student at that exact moment. Especially with thirty students in a couple of hours. A nice way to help the teacher is to record the student in some way, and watch/listen to it later.

How can you do this?
You have several options; first, you can make the student do all the "hard" work, by giving them the task of recording the presentations themselves. Another option is to record the presentation, while they are presenting it in front of the class.

The following programs can be used as an easy way to record the students/or make them record themselves at home or at school.

Audioboo

Audioboo is great, however limited. You can record right from your browser, upload an existing audio file from your computer or get the app (available on most platforms). The only way it is limited is that you can only record 3 minutes "Boo's" (audiofiles) with a free account. You have to upgrade in order to get more than that (starting from £5/month). The teacher can follow the students (same principle as Twitter), that way the teacher has easy access to the audio files.

Chapter 8 – Tools and websites

Mp3myMp3

Mp3MyMp3 is a nice, and free way to record a presentation. To use it, you have to download it from their site, and install it on your computer. Unlike Audioboo, this cannot be used in your browser, but you can record for as long as you like. In addition, you can pause while recording, set up a scheduled recording and change bit-rate, folders to save etc. The program may not be the best when it comes to design, and it is not extremely user friendly either, but it does the trick.

Speaker

Speaker allows you to host a Live Internet Radio Show, anywhere, anytime, with just a couple of clicks! It is the easiest way to create and share Audio On-line.

Speaker is an online application for creating and sharing live audio content across the Internet. It is very easy to create any kind of radio show – since everything can be made on-line with a DJ console which allows real-time mixing of voice, music and sound effects.

- Speaker allows you to broadcast LIVE on Facebook and your audience can interact with you using tools like twitter.
- Music! A selection of Creative Commons music with more than 4.000 tracks is waiting for you. You can also upload your tracks as long as you are OK with broadcast licenses.
- There is nothing to install! Everything is super Easy. Our mixing console is an online (Adobe-Flash based) tool and it works from any computer connected to the Internet.
  Source: Speaker

Use your own device

If you do not want to use a service like Audioboo or Mp3MyMp3 you can use your own computer, or smartphone. Most likely your devices has some sort of recording software, the iPhone has "Voice Memos" and your Windows computer has a sound recording software built in as well (go to Start Menu > All Programs > Accessories > Entertainment > Sound Recorder).

Record the presentation in class

While the programs mentioned are best for recording at home, they can also be used to record the students in class. The challenge could be to get good sound quality, since the student can not sit in-front of a computer while holding the presentation. Since the built in mic on computers, are not always the best, we recommend to get a wireless/external microphone for the class.

Flipping the classroom

Let us turn the question upside down; how can the teacher save their presentations so that the students can listen to them several times?

As students, we think it would be great to have the opportunity to listen to the teachers' presentations a few more times before tests. If there is something we did not quite get while in

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class, we can listen to it when we get home as many times as we would like. Just like Khan Academy. Read more about the Khan Academy later in this chapter.

As a teacher, recording your presentations, you can use Audioboo, but you have to upgrade. You can get the "Plus Account" (Up to 30 min recordings), we are sure that you can get the administrators at your school to make an account for you. When you are up and running you can link to your blog either to Audioboo or host your Boos directly on your blog/site.

> *We are in no way affiliated with Audioboo. We just like the product very much!*

Camtasia studio

Victor

Camtasia provides educators with the perfect solution to easily create videos that motivate students, inform parents and enhance learning. Camtasia screen recording software is smart, quick to learn, and feature rich! Simply record your live presentations or lectures and give your students a rewind button for every lesson. This helps them learn at their own pace or catch up from an absence.

- Create video lessons for students to watch as homework and focus on applying lessons during classroom time
- Record your lessons so absent students don't miss a beat
- Add quizzes to your videos to assess student understanding (PC only)
- Create videos that students can watch anywhere, even on their own mobile devices

This text is taken from Camtasia studios:

Voice tread

Victor

Voice tread is a cloud-based application that means it allows you to upload many types of media. Such as presentations, images, documents, videos and so on. If you want you can put all this together in one central place, either you can share the slide show with your students or other people around the world. Your students will be able to comment on what you have done by either a video or a voice comment, a written comment or making a live phone call. With these many functionalities, it is easy to see the many different ways of teaching using Voicetread. The good thing about this website is that you can choose if you want your lesson or slideshow to be private or public. This means that you can have a private lesson with your students through the web. If you are a very smart person and want to spread some knowledge, you can make a lecture on your own and publish it so others can see and comment. Remember this website is not only used for school, it can also be used for business conversations and pretty much everything that demands some sort of communication through the net.

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In my opinion, this looks like a great website first of all because it helps you communicate and get help from others. One of the other great features is that your teacher or fellow students don't have to be online at the same time to communicate. For example, if you make a lecture, you can post it at any time and the people you're sending it to will be notified when they log in. The only downside is that the teacher has to pay a yearly fee of 99$. The school can also buy a premium version where 10 teachers will get free passes to use the web page with over 250 student accounts. This "premium pack" is 999$.

Link to page: http://voicethread.com/

Ted Talks

Håkon M

TED is a website that consists of more than a thousand videos sharing great ideas from conferences worth spreading. Quote website. The ever-evolving nonprofit project started out in 1984 as a small conference connecting people within technology, entertainment and design. In April 2007, TED.com was launched worldwide and has since that day added lots of videos (with English subtitles) every week with the goal of offering 'free knowledge and inspiration from the world's most inspired thinkers a community of curious souls' in the hope of changing attitudes, lives and one day the world.

Every year, TED arranges two annual conferences - each spring, TED holds one Conference in Long Beach and Palm Springs, and each summer, the TEDGlobal conference is hold in Edinburgh UK, where they bring together the world's most fascinating thinkers and doers, and challenge them to give the talk of their lives in 18 minutes or less. Over four days, there are 50 speakers, and many shorter presentations, including music, performances and comedy. The conferences include anything from new ideas within science, business, the arts and global issues. Along with these two annual conferences, there are also several more conferences that vary from country to country every year.

After passing over 1 billion views since 2007, it is no surprise that the website has received loads of great reviews from ordinary people and well known media like The Economist, The New York Times and The Guardian UK. However, it does not stop there. Famous attendees like Al Gore and Bill Gates have expressed that they are amazed about all the great information this project offers and that they recommend it highly. Author Amy Tan response to the conference was "A mind-opening experience. If it opens any more, I am afraid it will float past the ozone layer", there is no question this could play a great part of the modern way in education.
Source: http://www.ted.com/pages/about

Ann Michaelsen

Everywhere teachers are delivering mind altering lessons to their students. What if we could share those lectures, talks and demonstrations? TED-Ed tries to do just that and in this video you can see the idea behind it. They are trying to capture and amplify the voices of these unique teachers. It is like Khan academy , Stanford and Princeton through Coursera or MITx . MITx will

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offer a portfolio of MIT courses for free to a virtual community of learners around the world. How could you use this with your students?

In the "history teacher's attic" I found a great list of Ted talks where the material has been sorted out making it easier for educators to discover something appropriate for the different disciplines. This is a great list to use when preparing for class. Click here to find the full list. I found this site via Larry Ferlazzo's great website about storytelling. I have only added some of the topics that are of most interest to me! Enjoy!

Technology/Computers in Education	Title	Time
Evan Williams	How Twitter's spectacular growth is being driven by unexpected uses	0:08:00
Erik Hersman	Erik Hersman on reporting crisis via texting	0:03:56
Tim Berners-Lee	The next Web of open, linked data	0:16:23
Brenda Laurel	Why didn't girls play videogames?	0:13:08
Juan Enriquez	Beyond the crisis, mindboggling science and the arrival of Homo evolutis	0:18:50
David Merrill	Siftables, the toy blocks that think	0:07:09
James Surowiecki	The moment when social media became the news	0:16:59
Sir Ken Robinson	Do schools kill creativity?	0:19:24
Richard Baraniuk	Good e, textbooks; hello, open-source learning	0:18:34
Alan Kay	A powerful idea about ideas	0:20:37
Stuart Brown	Why play is vital — no matter your age	0:26:42
Mae Jemison	Mae Jemison on teaching arts and sciences together	0:14:48
Sugata Mitra	Can kids teach themselves?	0:20:59
Earth Science/Environment		
Al Gore	15 ways to avert a climate crisis	0:16:17
Andy Hobsbawn	Do the green thing	0:18:10

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TedEd

Håkon M and Tobias

TedEd is a smart way to learn. Ted-Ed is an internet website where you can find short lectures. You can learn more with TedEd because there are four-control question after you have watched the movie. If you want to learn more you can read a text that will take you deeper into the material.

You can choose between series and subjects. Subjects are smart for teachers to use. It is because the teacher can find videos and he/she can make three multiple-choice questions and one question that challenges you to think deeper. After making this lecture the teacher can share the video and the questions via e-mail, Facebook or Twitter. This would be a smart tool when the teacher wants the students to work alone. In a flipped classroom, this could easily be the homework for the students.

You can also nominate the videos you like and think more people should see. You can also write feedback to the educator who made it. That will help the educator know what he/she must improve, and what they did well.

Step 1. Visit ed.ted.com, and chose a video, either a series or subject on the main page.
Step 2. Now that you've chose a video, you can decide if you want to answer related questions while you're watching the video, or after, by just clicking on 'Quick Quiz' or 'Think', and you can even find more information on 'Dig Deeper'.

If when answering the questions your answer is wrong, TedEd gives you the opportunity to try to either answer again, or lets you watch the part in the video where you can learn the answer.

Step 3. If you're a teacher, or just want to make some edits related to the video, click on 'Flip This Lesson', and you'll be directly able to edit whatever you want around the video, either if it is the title, information and questions.
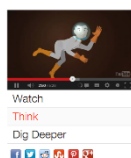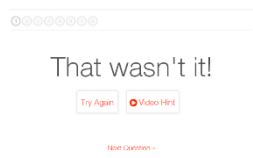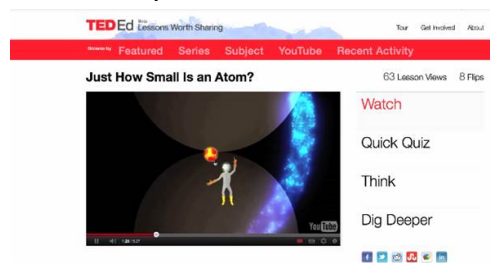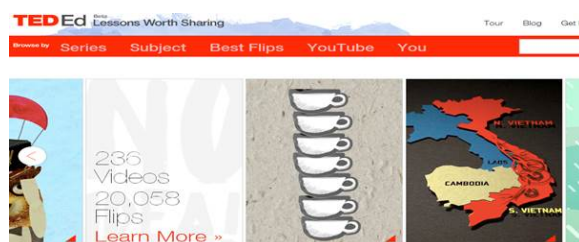
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(Additionally) You can also flip any video from YouTube, and upload it on TedEd, creating questions around the subject or whatever else you'd like to do.
You are able to edit whatever you want around the video, either if it is the title, information and questions.

iTunes U

David

ITunes U is an app for Apple products. The app's purpose is to be like a classroom, university or library on your mobile device. That way you will always have the opportunity to study in your spare time or take classes and study at your own pace without having to enroll in expensive courses at the university. If you think that the course you are taking at university or school gives you too little or too much challenge you could take a more difficult or easier class on iTunes U. Understanding the basics of your class\university course is the most important step to really knowing your subject, and iTunes U is the perfect tool for self-studies.

iTunes U is made by offering several different topics. In each course you are offered several lectures on the topic. The lectures are slides, documents or videos, most of the lectures are videos. You can either watch lectures that are free of cost, but you can also buy lectures with your iTunes-account. If there is one class that you like very much you could subscribe to it and have it in your library and get notified when new lectures are available.

ITunes U works kind of like YouTube, people have the freedom to post classes and lectures. You have the choice of some great high quality lectures for free. Famous universities have also posted a lot of online university courses as well. Some of them are Stanford, Harvard, Yale, MIT, Oxford and UC Berkeley. When I wrote this article there were over 500 000 free lectures, videos, books and a lot more.

I took part in some of the classes offered on iTunes U in science and my overall experience was very good. The first class was about solar cells and the class really explained the basics very well. The particular class that I took was a lecture by a professor, the professor himself was filmed when he giving the lecture and he was shown in a little box in the corner of the screen. On the rest on the screen he had his slideshow and he used a pointer to show me what he was referring to, talking about. All in all I think that the class was very good and if the rest of the classes are half as good iTunes U is definitely something worth trying.
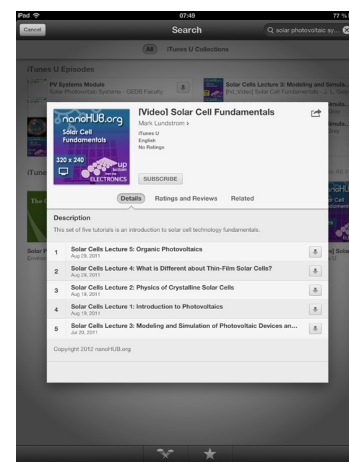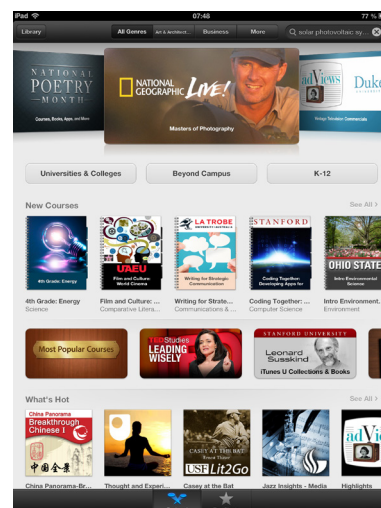
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PowerPoint

PowerPoint (© Microsoft Corp.) is a much used presentation program which is usually used for different types of conferences, school lectures, business lectures and so on. The purpose of using a PowerPoint presentation in school is to get the students interested and to explain your main points. When you have made a PowerPoint people will have pictures to watch, they will have keywords or key sentences to read, and they will listen to you talk as you are presenting. All this contributes to making your presentation much more fun and interesting, but there are still problems that can occur. When you make a PowerPoint make sure not to make it too flashy or fancy. When you have a PowerPoint presentation, you still want the attention on you. You want the students to get what you are saying. The problem with having a super fancy PowerPoint presentation is that the attention is on the PP (PowerPoint) and not you. Beneath you will see a written example with pictures on how to make and set up a PowerPoint, but please use the information wisely and don't prop your PP with pictures and texts.

The first thing you will see when you open PowerPoint is this:
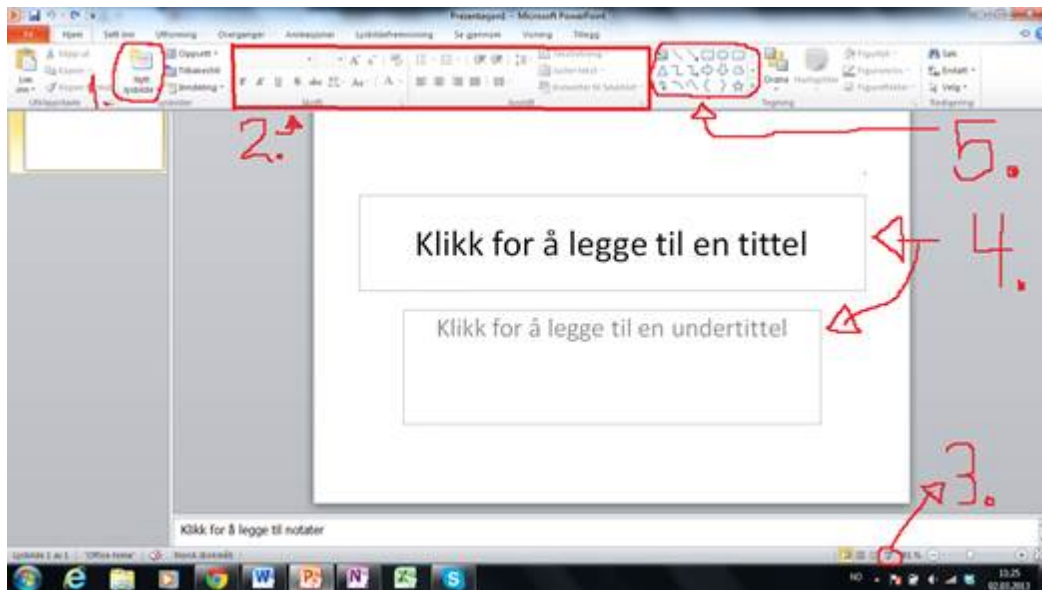
Now, as you can see I have surrounded the important areas that you should look at with a red marker.

Nr1. Unfortunate my PowerPoint program is in Norwegian because I live in Norway, but I can ensure you that if you open PowerPoint in your language it will look the same. Well, the first circle (1) marks the "new slide" button. When you click this you get a new slide. Do this every time you want to add information.

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Nr 2 and nr 3: The second marked area look just like in Word, I am quite sure you have used Word. It is kind off like a panel where you control the format of you slides. The third circle marks the place you can click to put your PowerPoint in full screen mode = Presentation phase.

Nr 4 and nr 5. Nr 4 says "click to add a title" and "Click to add a sub title". This is where you can write and put in different types of texts. Basically this is the place where you want to add your title and your information/key words. Use nr 5 to add "random" things like arrows, lines and squares.

Nr1. This is the toolbar in PowerPoint. As you can see I have cut out some of the parts in the toolbar, this is because these tool options are not necessary to use to make a good PP (unless you are a pro). What you should concentrate on are those that are not marked = "home" - "insert" - "layout" - "Animations" - "Review". The home thing is the one described above. "Insert" is used to insert stuff that you might have saved like pictures or different types of figures, diagrams and so on. In the "animation" tab you are able to configure the animations of your picture and text. In "review", you can configure the language you want to use and your spell checking language as well.
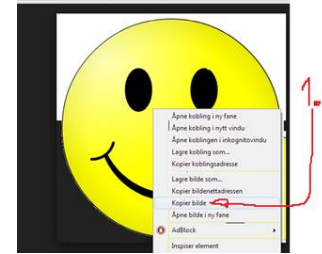
If I were going to tell you all the functions on how to use PowerPoint it would have been on several pages. This is why I am mainly writing about the basics of how to use PowerPoint. It is up to you if you want to follow this guide and experiment or try expanding your knowledge. The last thing I will tell you about is how to add pictures into your PP. When you see a picture on the web the easiest thing to do is copy and paste. To copy you have to click the right mouse button then click Copy:
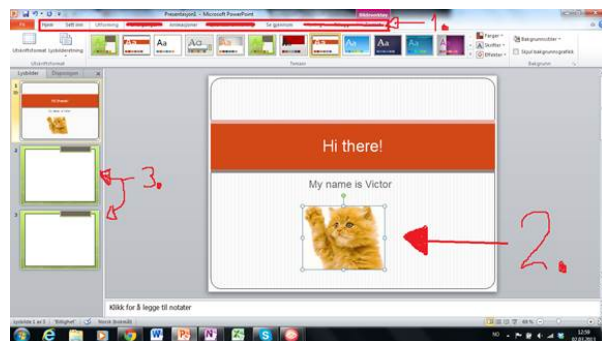
To paste you have to click "ctrl + v", you can also click the right mouse button and click paste if that is an option. By now, you should have some knowledge on how to make a PowerPoint. You really have to experiment by yourself to actually see how the system works, but by following these hints and tips you will have a foundation to do so. If you have any questions about PowerPoint don't be afraid to send me a message at: http://victorenglish.wordpress.com/

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Embed videos in your PowerPoint

Ann Michaelsen

Sometimes you might want to embed a video into your Power Point. It can add to your lecture, and hopefully get your students to be more engaged and interested!

Firstly, you probably found the video on YouTube and you might want to download it first. Since you never know if the internet is working when you are presenting, it might be smart to have it on your computer.

1. Find your video on Youtube
2. When you have your video on the screen type ss after the www. like this: Type ss before youtube.com You will then be redirected to this page:
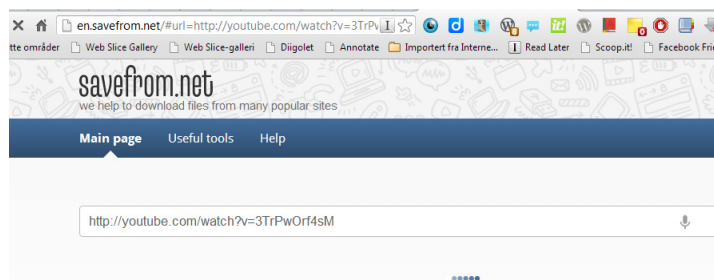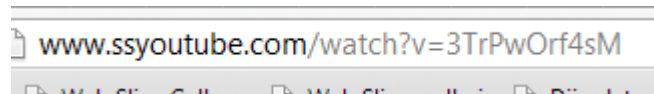
3. Click on the file type options and chose the mp4 file type. The higher the number the better the quality.
4. You will find your downloads in the Download file on your computer. Here I have two different types, flv and mp4. Mp4 is for the Powerpoint
5. Back in PowerPoint, go to **insert** and **video on my PC**
6. Choose **playback** on the menu.
7. Choose the **trim video button**
8. You can now decide when the video should start and end. That is good sometimes if the video you found on YouTube is too long. You can't cut in the middle of the video. To do that you need to insert it twice instead!

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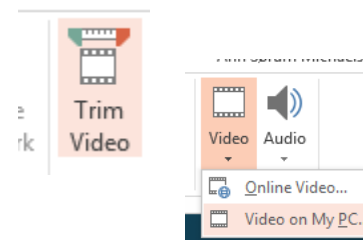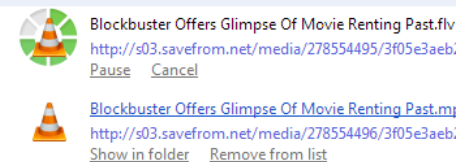
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2. Tools to engage and collaborate

Google docs

Ann Michaelsen

Sharing documents with Google docs is a great way to collaborate online. I think that as a rule when you are writing with your students on long term projects OneNote is preferable and Google docs should be used for short term projects. To be able to save the documents you write with Google docs, it is a good idea to use Google Drive.

Google Drive is everywhere you are—on the web, in your home, at the office and on the go. So wherever you are, your stuff is just...there. Ready to go, ready to share. Get started with 5 GB free.

Google Drive is available for:

PC and Mac
Chrome OS
iPhone and iPad
Android devices
Source: Engadget

Haakon

Google has grown to be one of the biggest service companies in the world. They have some amazing services available for you, for free!

In 2012 they introduced Google Drive, a cloud storage service. Google Drive enables you to make, store, share & collaborate on files. Maybe more importantly was the integration with Google Docs, Google's Word opponent. Now you get 5GB cloud storage and a really good, but basic word editor, a basic presentation making tool, and a spreadsheet maker, all this for free! This text is written using Google Docs, and it works great!

I look at Google Docs as a real opponent to Microsoft Word. Yes, you can argue that it doesn't have all the features, but when do you use them? What I do when writing an important paper is simply I use Google Docs to write, and process the text afterwards in Word. Although it has its limitations, I use Google Docs for almost everything I do (You can read more about the limitations on Wikipedia: http://en.wikipedia.org/wiki/Google_Drive). The ability to have all my files stored in one place, with a document editor right there, is great! Google's big advantage is their infrastructure, their up-time is as close to 100 % as you can get. You'll always have access to your files, and whenever you're offline you can edit the files in your browser (*Google Chrome required*) and they'll be stored locally until you're back online.

We are in no way affiliated with Google, we just love their services so much!

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Now I'll show you how to write - create your very first Google Document.

Requirements:
- Have your Google account set up, and be online!
First, let's explore your drive.

Now, let's make a document!

As you can see I've installed a few other applications that integrates with my Drive. To create a new document simply click the **big red "Create" button** and then click **"Document"**.
Your new document will be created, and you're ready to write away!

Google drive:
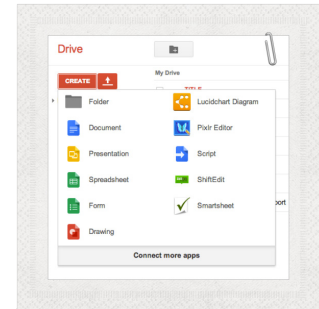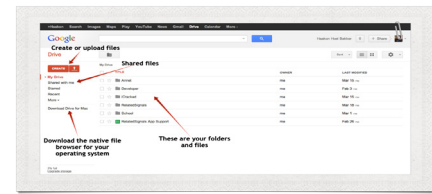
Ann Michaelsen

Unlike Dropbox, and other cloud storage services, Google Drive lets you open over 30 file types right in your browser—including HD video, Adobe Illustrator and Photoshop—even if you don't have the program installed on your computer.

It lets you do a Google search for all your files. Search for content by keyword and filter by file type, owner and more. Google Drive can even recognize objects in your images and text in scanned documents.

Google Drive is a file storage and synchronization service provided by Google, released on April 24, 2012,[2][3] which enables user cloud storage, file sharing and collaborative editing. Google Drive is now the home of Google Docs, a suite of productivity applications that offer collaborative editing on documents, spreadsheets, presentations, and more. Files shared publicly on Google Drive can be searched with engines like Open Drive (available as a Chrome app).

For Google Drive to synchronize files on the user's computer *in the cloud,* the Google Drive *client* software must be running on the user's computer. The client will communicate with the Google Drive online, and ensure that files are synchronized in both locations.

Source: http://en.wikipedia.org/wiki/Google_Drive

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Open Drive, when you share your files on Google you can choose between the following
Public on the web, anyone with the link or private.

If you chose public on the web, others will be able to find you documents and read, write and edit depending on what you have chosen as options when you saved.
Access: anyone, no sign in required can edit!
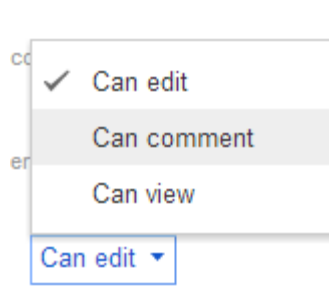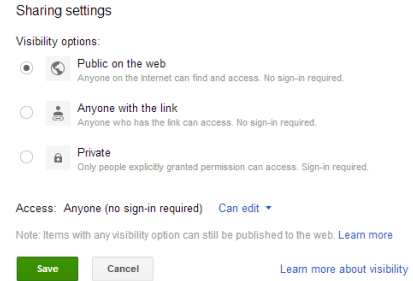
Every document you save gets a unique address on the web, very difficult to guess. However, if you have installed Open Drive in your Chrome browser you will be able to browse public files by typing in search words. Below the result from a search for documents about assessment. Name of authors is listed and you can browse through Drive, Dropbox, SkyDrive and Evernote and choose between Documents, Presentations, Drawings, Files, Folders and Others.
Pretty cool actually!
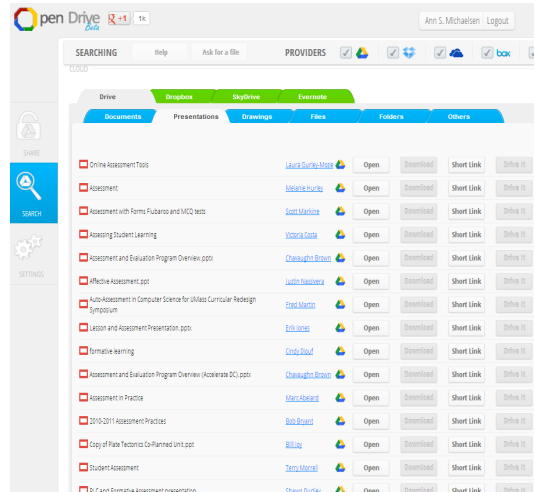
Padlet

Kasper

Wallwisher is now padlet.com

Padlet is an online mind map for brainstorming. It is quite easy to use and practical as well. You can use it in many different ways, for instance making a mind map and sharing it on Facebook, twitter, tumblr etc., you can share videos, bookmark webpages and much more. Teachers can use it in lots of different ways, an example is when the students are to find facts about a topic, the teacher can make a "wall" and share it with the students. The students can write their facts in a mutual document, get inspiration, and learn more by reading what the other students have written.

To use Padlet you need an account, this takes no more than a minute or two to create, and it is completely free. With an account, you are free to use Padlet as you like. The idea is that you can make and save several "walls" at the same time. You are always able to edit your walls when you are logged in.
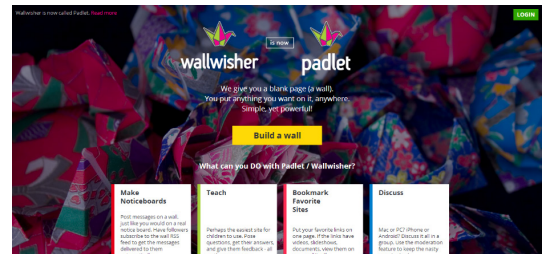
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How to use it: First you go to the webpage; Padlet. In the right top corner, you will find a "login" symbol.

Click it to create an account. Now you can create a "wall" and use it for whatever purpose you need or want.

With your wall now open you will see a toolbar on the right side of the screen. The wall has seven icons (from the top and down);

Home page (Padlet's logo)
- Click this button to go back to the home screen.

- Create a new wall (a plus sign)
- Click this button to open a new wall. If you have a wall you are working on it will automatically save itself when you open a new wall.
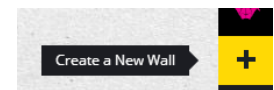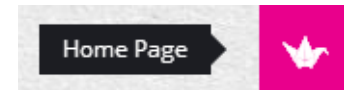
Your account (figure of a person's head and shoulders)
- Click this button to change your account settings, view and edit your walls or log out of Padlet.

Share this wall (a box with an arrow in it)
- Click this button to share your wall via different social medias or email. You can even share it with a QR code.
- Get more information on this wall (a circle with an "i" in it)
- Click this button to see information about the wall you are using. You can see when it was written, see information about the wall you are using. You can see when it was written, by who, how many different posts you have written on your wall and who can edit and read it.
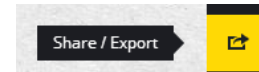
Get help (a circle with another circle in the center and four squares in it)
- Click this to read the instruction on how to use Padlet, written by the ones who made the page.
- Modify this wall (a gear)
- Click this button to change the wallpaper on the wall, add a picture to the headliner or a description to the wall. You can also change the privacy settings to the wall by choosing who can read and edit it. You can even make it password protected.
- You can make a unique website for your wall or use a domain you already own. Or you can delete your wall completely.
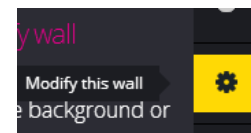
Share what you write. Every post made on Padlet can be shared on social media. It is easy just click on the note and choose where you want to share it.
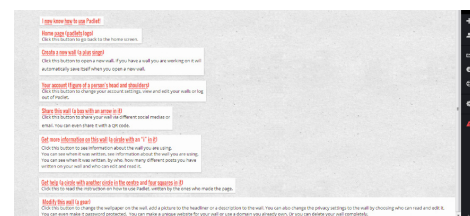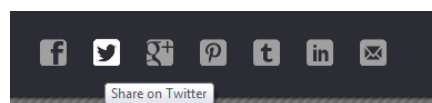
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The digital notebook –

OneNote

Håkon Egset Harnes guest writer!

In our age, everything is ideally digital. The term folder is now stronger associated with a computer term, rather than the old-fashioned one. Isn't it peculiar then, that the youngsters in society, those who supposedly are better than their parents with computers and technology, very often use a physical textbook?

Microsoft set out to create the solution to this problem. A digital notebook or rather a digital notebook collection. A place for all the notes, drawings and ideas.

The advantages with OneNote over many of the traditional text-editing programs are many. OneNote organizes your Notebooks in sections and pages, just like a real notebook. There are no limits to each page, cram in as many images, textboxes and media elements as you like. The hassle of trying to find your files, folders or Word documents is history, as the powerful built-in search engine will yield relevant results in the blink of an eye. It is in fact so sophisticated that it recognizes text in images. Pictures of old news articles are now both selectable and searchable. OneNote supports many other forms of media as well. Videos and sound are easily inserted into your notes; you may even record yourself, directly in the program. It is also possible to draw beautiful illustrations with the built in inking system. OneNote is strongly bonded with the other programs from the Office suite, so one could for example insert an Excel spreadsheet directly into OnesNotes, if need be.

Through the integration with Microsoft SkyDrive and Sharepoint, your notes and ideas are linked to a Microsoft account. In other words, it will be impossible to loose, misplace or destroy your notes; they are always available. You may read through them on your phone or tablet on a public transport system. Even if you are at a computer without OneNote installed, the notes are still accessible through the Office web-apps. It is also possible to share your notebooks with others, and let them add their own ideas and comments. OneNote is the perfect tool for group projects.

Your notes and documents are always secure. In OneNote there is no such thing as a save button. All your work is saved and synced to the cloud as you type. One could safely say that OneNote is the perfect tool for a digital future, and could potentially change education for the coming generations. As a learning tool, it has proven invaluable to many of those who use it in school, and students that start at Sandvika high school, praise the program. Hopefully, this program will be used by more schools in the future as well, so that everyone can be introduced to this magnificent digital notebook.

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Some useful tips for you as a teacher and a student!

Ann Michaelsen

Mark tasks as important - or exam related
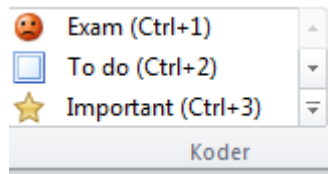
Every time you write something important you just click on the code that fits. When you are looking for your codes later on you just hit the "Search for codes" button and you get a list of all your important notes! This is what we did when working on this book. We marked all areas that needed writing with stars and then removed the stars as soon as we had covered that particular area!

Capture a picture using Windows and S
I used this when capturing the different pictures for this chapter. Easy to use when you find a picture you want to use on a website.

Create to do lists:
Is easy; you find the symbol the same place as the codes! The short-cut link is CTRL + 2

Sketch your ideas
Sometimes sketching is a good way to brainstorm new ideas. Alternatively, just making a point clear. Whatever you decide, if you have the tablet pc you will be able to use a pencil to draw. If not you can use the mouse as well. There are a lot of different shapes and colors you can use to make your points!
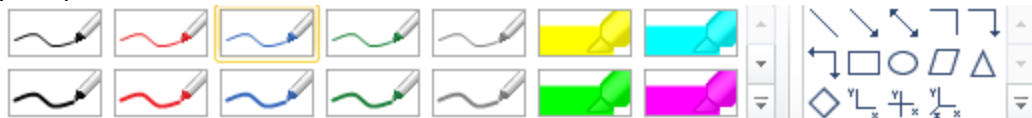
Write on paper?
Why not use a different color? Go for the view tab and see your options. Sometimes working with gridlines can be a good idea.

Copy text from picture
Sometimes you might find a picture with text and you want to copy only the text. That is possible to do as well. Just capture the picture using Windows S and past it in you document. Use the copy text from picture option you get when you right click on the image.

Multimedia as quick notes
Taking notes is easily done, but recording notes is even quicker! Let's say you as a teacher correct a paper from a student. You can write, you can scribble and you can talk at the same time. Just click in the document where you want the video/audio note to be and start recording.

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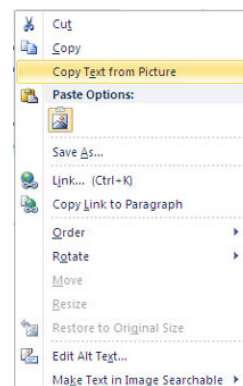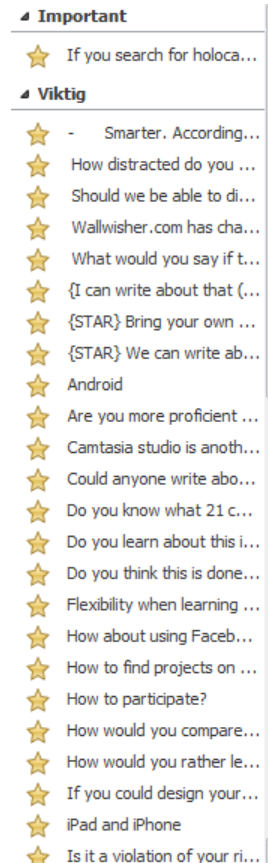
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It is easy. In addition, the student would often prefer to hear you explain how it is done, what is wrong, instead of reading your corrections. For students, it is easy to record your work or presentations for the teacher. Either if you are sick or if it is the way you prefer, instead of standing in front of the class.

Make audio and video searchable
Is easy and smart as well. You need to access the file menu, and alternatives. Then Audio & video and be sure to tick of the Audio Search, enable searching audio and video recordings for words.

Top secret documents
Sometimes you want to share a document with only selected people. That could easily have been our option when writing this book. Instead, we chose an open policy welcoming others to view and comment! But if we were writing on a top secret document, this would be the way to do it! Right click on the page you want to protect and select Password Protect this Section.
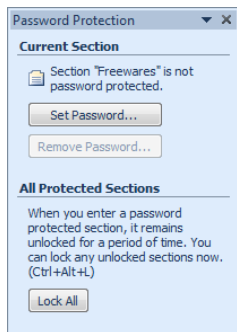
In the Password Protection dialog box, type the password you want in the Enter password box.
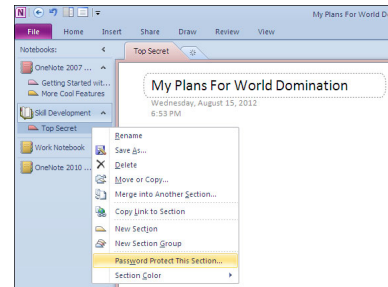
Once you have entered the password and confirmed, you can lock the notebook by clicking the lock button. You can see the display of the notebook changed to the error message. When you click enter, you will be prompted to enter the password.

You can manage password options from the File Tab-> Options-> Advanced-> Passwords. Here you can set the notebooks to lock automatically after a specified time.
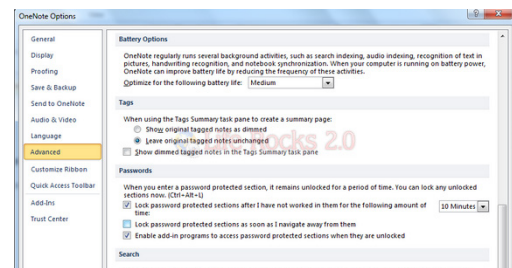
Evernote vs OneNote

Haakon

When we started at Sandvika High School we were all given our own school computers. They came pre-installed with the whole Office Suite. We were told to use OneNote to take notes, and so we did. After using that for the better part of 2012, I decided that I needed to find something else, due to the simple fact that I'm a multi-platform user. I already had a Mac and an iPhone 5. Although the three biggest Office apps are can be used on the Mac, OneNote cannot. And the

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thing that made me choose to go over to another app was the fact that in January of 2013 the OneNote iPhone app had yet to be optimized for the 4-inch retina display.

I tried several other note taking apps, and I also tried using Google Drive, but that doesn't really work as a note taking program. Now, I'm a happy user of Evernote. But what is the features that makes this a better note taking program than the rest? Why I choose Evernote is, as explained above, that Microsoft did not support my workflow in terms of the systems I have. And just to expand a little on that, I think that using software from the big companies out there is in many ways a mistake; you'll be, more often than not, trapped inside their ecosystem. They want you to use their products, that way they make money, which is completely understandable, but it's not necessary great for the user. Back on track; I have three reasons I, in the end, choose Evernote over OneNote.

1. Awesome tagging system. Until I started using Evernote I did not care about tags, but now I love them! Using tags is one of the best ways to keep track of the contents of any note.
2. Great apps built specifically for Evernote. Evernote is really pushing apps, not only the main Evernote app but also apps from other developers that enhances the user experience. That is something you see more often from the smaller companies than from the big ones. You can head over to the "Evernote Trunk" to find all the supported apps (http://trunk.evernote.com/).
3. Multiplatform support. Lastly, as mentioned above; Evernote supports all the major operating systems both desktop and mobile as well as a great online version of the app. For me that is the number one reason I chose to move over.

I'm not saying you shouldn't use OneNote. OneNote is a great app, but not for me. It just does not fit my workflow. OneNote is great if you're a Windows user both on the computer and on the mobile side. But if you're the happy user of several different computers, tablets & phones spread out over several operating systems you should consider using software that's not from the big ones (Apple, Google & Microsoft), and start checking out your options, for example Evernote.

It's learning

Parmida

ItsLearning is a K-12 digital learning platform which allows educators to create, use and manage a wide variety of digital resources to support best practices such as: blended learning, flipping the classroom, personalized learning, professional learning communities, and other innovative digital learning environments. For the students ItsLearning is a helpful site. It is a place where you can communicate with your teachers or other student regardless of time and place. Source: itslearning.net

I think that it's learning is a very clean and structured web site. It's a place where the teacher quickly can publish changes in plans, lesson plans, tasks and homework we have to do.

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ItsLearning also has a function where teachers can ask questions and we can answer anonymously. That might be a little trifle, but then I feel that I can say anything I want without being afraid of what the others might think or say. Here at Sandvika we also use the calendar function in ItsLearning a lot. There you can easily find and see the plans for the coming days. ItsLearning has a function called "to do's", that's a fantastic place where you can see what you have forgotten to do and what you should be doing right now. We can also see which days we have been absent, our notices and our grades.

Rohit

We use ItsLearning at school almost every day. There can we find the plan for the day, the week and even the whole month. It is smart to use ItsLearning, because it is very well structured and easy to understand for students. Parents can also follow what we do in class and what we are going to learn. (If the students give the parents access).

We can send mail to our teachers and ask them about almost anything. It is easy for everyone to log in. You just find your location and use your username and password.
We can send and receive mail from our teachers. This makes it easy for us and them to communicate without any problems. How does it look?

We can save all of our files in its learning if we want to. If we choose to save them there, no one else can see them and it is an easy way to located old files that we have written and worked with.

We also have a school administrative software program that is integrated in our ItsLearning user. It is a smart integration. You can see if you've been absent or if a teacher has given you any notices for being noisy or doing something you shouldn't have!

The calendar: We have a calendar that tells us everything we need to know about our weekdays. What subject we'll have, what our topic will be etc.

Wordle:

Catrine

Wordle is a fabulous website that allows you to create 'word clouds'. These word clouds contain a jumble of your self-chosen words that design a captivating picture.

The process of creating a 'word cloud' is very easy. As you enter the introductory page on **wordle.net** you simply have to click **create.** A text box will appear on your screen, which is
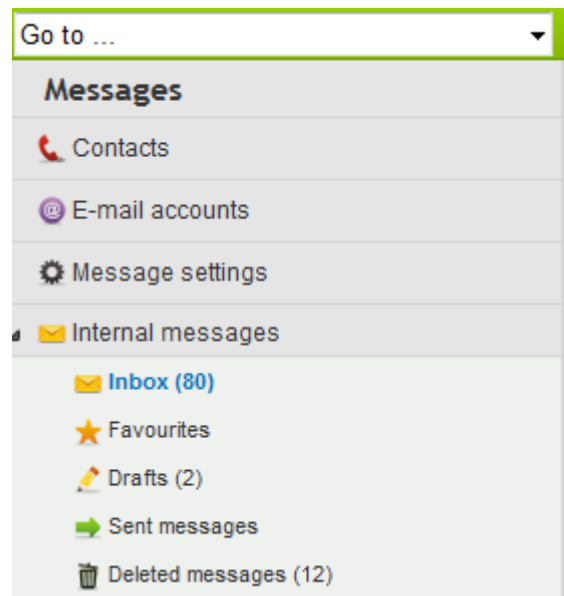
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where you insert your words or paragraphs. Wordle will automatically extract conjunctions such as "a" and "the" from the paragraph you insert.

After pressing the 'Go' button your words will appear scattered in an appealing manner. A customizing toolbar will also allow you to edit the language, font, colour, layout and word placement.
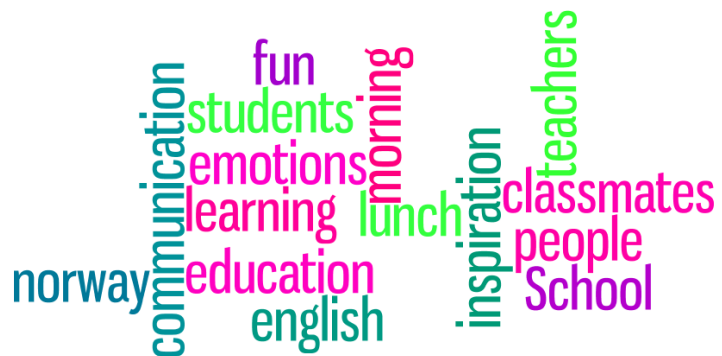
Another interesting tool on this website is the 'randomize' button. This allows Wordle to select and design the theme for your 'word cloud'. After you have found a design to your liking, you can choose whether you want to print, save individually or save in a public gallery. The public gallery is where you can browse through other Wordles to gain knowledge, inspiration and become creative. Where, why and how could Wordle possibly be used? Wordle is a perfect tool that helps create mind maps, decorations, inspiration boards, lovely designs or posters to promote awareness about various causes. Wordle is simply an alternative learning strategy -*so why not make learning fun!*

Diigo, the why and how

Tobias

Diigo is a bookmarking tool that helps you remember important websites. The web- address

is Diigo.com and you have to make an account to use it. You use diigo to take notes as well. After you have made an account at diigo will you get a tool bar like in the picture below. When you get the toolbar, you will be able to take notes.

When you read an article and if it is something you think can be useful you should use Diigo. Because then you will be able to remember what you read from the article. All useful information can be saved for later or you could write a "Sticky Note". You can also highlight words you think are very important in the text.

After you have made an account at Diigo you will be asked to download the toolbar. When you have downloaded the toolbar, your screen will look like the picture below:
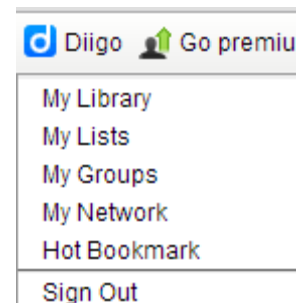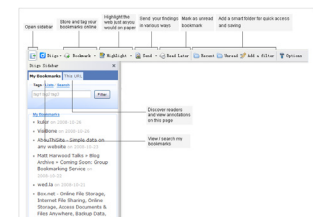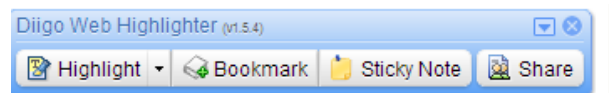
Diigo Toolbar | Diigo

You can also choose
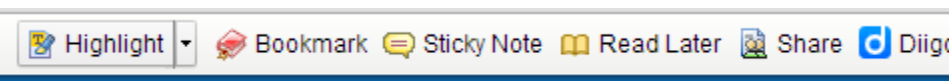
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if you want to share your notes with others or if you prefer your notes to be private. It is very smart to share with others if you are working in a group at school.

If you click on Diigo you can find your Library, lists, groups and networks!

Here are ways you can share your bookmarks with highlights and sticky notes!
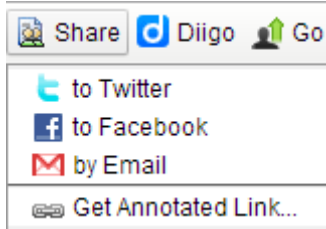
When you are making a bookmark list to share with others and use you click on Bookmark when you find an interesting page. This is where you decide if the page is to be private or shared with others!
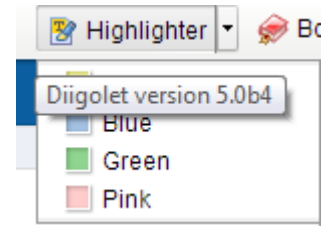
When you highlight you may want to choose different colors for different topics!

Another social bookmarking tool is delicious. They both work have the same functions. The important part here is sharing. When working on a project or when working on different topics in class. We think few students work like this and we think more would benefit from sharing like this. It is an alternative to sharing links on Twitter, and no matter which computer you use to log on to the internet you can always access your bookmarks! *Pretty smart, you should try it!*

- Save important websites and access them on any computer.
- Categorize websites by titles, notes, keyword tags, lists and groups.
- Search through bookmarks to quickly find desired information.
- Mark a websites with highlighting and sticky notes to share with friends and colleagues
- Share websites with groups you are working with or share with people who are following you. You can send the link to your Diigo to others if they want to see what you found
- Comment on the bookmarks of others and have others comment yours. **That is social bookmarking!**

Motivational posters

Why not start a lesson or a topic with a motivational poster. Let the students work in groups or individually to find a motivational quote. A lot people talk about how to motivate the students, how about taking the time to talk about this. Find the perfect topic to work on in class and make a motivational poster that you share with your teacher and the rest of the class. Here are two web sites to get you started. We have included some motivational posters in this book as well!

http://diy.despair.com/ or http://wigflip.com/automotivator/
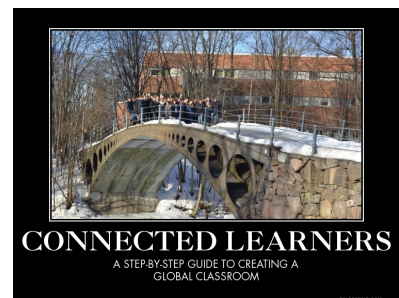
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3. Tools to correct and comment

WebNotes - sharing notes online

Ann Michaelsen

I think I found the perfect solution on how to comment on my students' blogs. When I read my students' blogs, I usually post comments about the content. And I try to use the "2 stars and 1 wish"! But sometimes I find too many spelling or grammar mistakes and I want to give the students the chance to correct it. I would usually copy their post into Word, correct the mistakes and then send the document back using the message system in our LMS. It's time consuming to say the least. Now I use WebNotes and Twitter.

I have made a video where I explain how to use **WebNote** with blogs and Twitter. All my students now have Twitter accounts. It is a great way to send messages to the students and to share links. They all had to put a link to their Twitter names on their blogs. Makes it easy for me and fun for them! Take a look and try it!

WebNotes is at the same time a way to collect, organize, and share information online. Sometimes you find a webpage you want others to read, but you want to highlight certain areas.

Highlight and Add Notes to Any Web Page
WebNotes makes it easy to highlight and add notes to web pages directly within your web browser. Notes are saved automatically and will reappear any time you visit the page. Annotated pages are automatically cached, so you never need to worry about the original page changing.

Share by Email, Permalink, and Twitter
Highlighted web pages can be shared with others through email, permalink, or Twitter. Recipients will see your notes without having to download software or register for WebNotes.

Source: Webnotes webpage

Dropbox

Ulrik and Haakon

There are many ways of storing files from your computer, and Dropbox is one of them. Dropbox is a free service, found on www.dropbox.com. All you have to do is to create a user, and download the software. Once the software is downloaded, it will install, and you will be good to go! Dropbox will create a folder on your computer, called Dropbox, and that is where you can store your files. You will be able to store 2GB for free, and once your files are stored, you can access them through your user at www.dropbox.com, from any other machine as well.
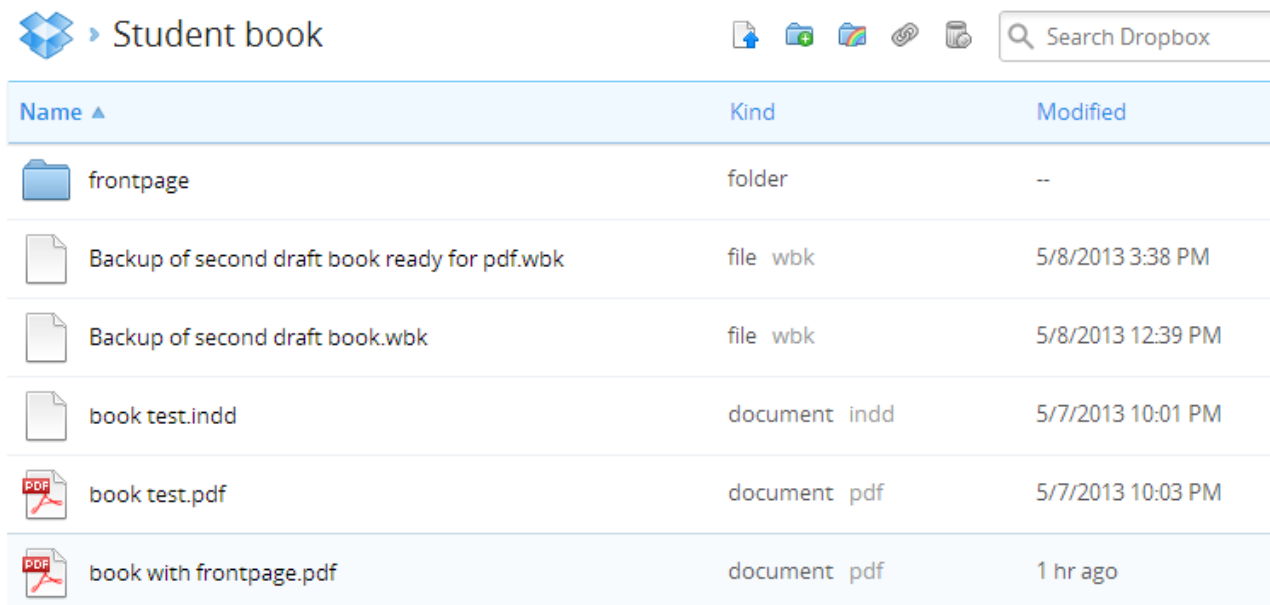
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Now, you might think that 2GB of space, isn't that much, and in that case, you are correct. However, the purpose of Dropbox, is not really to store files, but to share them. If you are, let's say, working on a text, and you know someone else who wants to read it, then you can share your folder with them by right clicking on it, and click "share" under the Dropbox section. Then, whoever you have shared it with, will get a notice, and will be able access the folder just like you!

With 2GB, you will not be able to store and share large files like movies, and not too many pictures or music files either, but you will be able to store and share lots of documents, which can be quite useful. Overall, Dropbox is great for sharing documents, and smaller files. It is easy to use, and extremely user friendly.

Dropbox not just another cloud storage provider. It's one of the most recognized and trusted providers out there. Officially launched in 2008, Dropbox has grown steadily and is now one of the most used cloud storage providers. Not only do they store your files, they give you access to them wherever you are, granted you'll most likely have an internet connection. You can save files offline on your computer and synchronize when you are online!

From a personal point of view, I think it's good that Dropbox is not a service from the "giant" system providers (Microsoft, Apple and Google). I think that is the reason they have software tools available on all the major platforms, and they work exactly as expected!

Name ▲	Kind	Modified
frontpage	folder	--
Backup of second draft book ready for pdf.wbk	file wbk	5/8/2013 3:38 PM
Backup of second draft book.wbk	file wbk	5/8/2013 12:39 PM
book test.indd	document indd	5/7/2013 10:01 PM
book test.pdf	document pdf	5/7/2013 10:03 PM
book with frontpage.pdf	document pdf	1 hr ago

We used Dropbox for the final review

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4. Tools to work on mastery

Khan Academy

Stein

[Khan Academy](#) is a very popular educational website used all over the world, but mainly in the United States. It was founded in 2006 by a Salman Khan. He quit his job in finance as a hedge fund analyst in 2009 and started to focus on developing his YouTube channel, Khan Academy.

It all started when he tutored his cousin in math over Yahoo. When friends and other relatives started to ask him for his help as well, he decided it would be better to make videos and upload them to YouTube. Then others also could also benefit. It is later on called "the flipped classroom".

By using this system, the teacher can spend more time in class helping students. More school time can be spent on higher value activities like running simulations with students, doing actual interventions with students and getting students to teach each other.

This year the Khan Academy has been funded and that has made it possible to add an exercise platform. The goal is to give the students exercises and feedback and to have the videos complement that. The exercises focus on mastery based learning where you have to master a concept before you get to progress to the next. It is self-paced differentiated learning where every student can progress individually and the teacher can keep track of this.

The videos received more than 200 million viewers in only a few years. The Khan Academy channel on YouTube has 530 000 subscribers, and the number is increasing. Khan has produced over 3500 video lessons teaching worldwide over the web. The website is mainly focusing on mathematics and science, but also many other subjects.
Source: [Teaching using Web 2.0](#)

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Vocabulary.com

Ann Michaelsen

www.vocabulary.com is a nice tool if you want to improve your vocabulary. In the picture you can see a short description of how the website works. The first thing you have to do is to answer a few questions. The more you play and the more questions you answer, the more the website will model your brain. The website will find words you do not know and focus on them. You can create an account if you want to, but you do not have to do it. If you create an account, the program will chart your progress. It is much easier for the website to save and remember the work you do if you have an account, especially if you are going to use the website over a period.
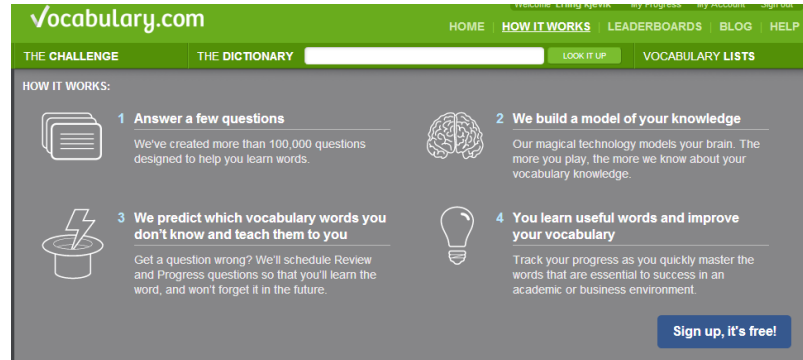
Here is a short description on how to set up an account.

In the right corner on the website you will find ``sign up``. When you click there you will see the description in the illustration.

You just have to fill inn your email, name and create a password, and now you have created an account!

In the picture, you can see a screenshot from the website. Here you can see a question and different answer alternatives. If your answers are wrong, the vocabulary.com will remember this and ask the same question again until you get it. The secret to mastering a second language is knowing the vocabulary. No doubt using web-sites like this is worth your while!

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WolframAlpha

WolframAlpha is *the* service you should use if you want to know more about specific statistics, mathematics, culture & media, words & linguistics and more! We all know about Wikipedia, however not everyone has heard about Wolfram Alpha.

What this service does is nothing short of extraordinary! WolframAlpha combines facts & structured data and gives the answers to you directly in an easy-to-read way. Their goal is "to make all systematic knowledge immediately computable and accessible to everyone. "

WolframAlpha presents the information in a very simple way. In the screenshot below you know exactly what you get (as indicated in the search bar), and you can be pretty sure the information you get is accurate.

If there is one website that has understood the meaning of simple, it's WolframAlpha. You get the information you need, nothing more, nothing less, just perfect! Another thing I really like about this website is that they'll show you step-by-step how to solve a math equation.

If you wondered, the answer is:

Answer:

$$x = 6 + \sqrt{\frac{69}{2}} \quad \text{or} \quad x = 6 - \sqrt{\frac{69}{2}}$$

Most of WolframAlpha is free, but you can get the pro features for only $4.99 a month ($2.99 if you are a student!). If you want to solve an unlimited number of math equations, you'll have to get a pro membership.(Contacted WolframAlpha for information on discount(s)).

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Ann Michaelsen

"WolframAlpha.com was launched by the polymath Stephen Wolfram in 2009 to provide reliable, accurate answers to questions that can range from prosaic (how far away is the moon), to whimsical (how many gallons of milk would it take to fill up the moon) as well as far more abstruse scientific and mathematical inquires. The sorts of questions it deals with have answers that can be known either by looking them up in a reputable source or by computing them from known information. For this, the project gathers curated supplies of information of many sorts and uses a variety of manual and automated techniques for checking their accuracy. We should trust Wolfram Alpha's facts and its computations as much as we trusted the information in almanacs and other professionally edited source books and for exactly the same reasons, they've been thought editorial filters, they've been fact checked and reputations and businesses are at stake. Wolfram Alpha applies paper-based techniques to the networked medium, to good purpose, and improves upon them by being up to date and by computing answers in real time". Quote: (Weinberger, 2011, s. 1989)

Erling

WolframAlpha is a very nice and safe dictionary. The dictionary is an English-English dictionary. If you write an English word you don't understand the program explains the meaning of the word in English. The dictionary can give you examples of sentences where the words are used, and also some historical information of the word. On the picture below you can see the information I got when I searched on the word ``chest``

Here you can see that the dictionary explains the different meanings of chest. You can also find the pronunciation of the word and that is useful if you are going have a presentation for instance.
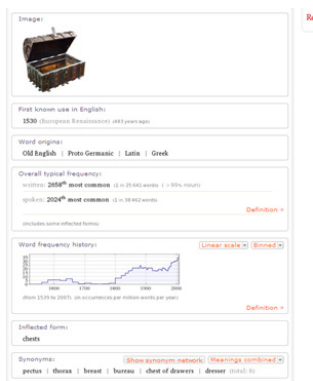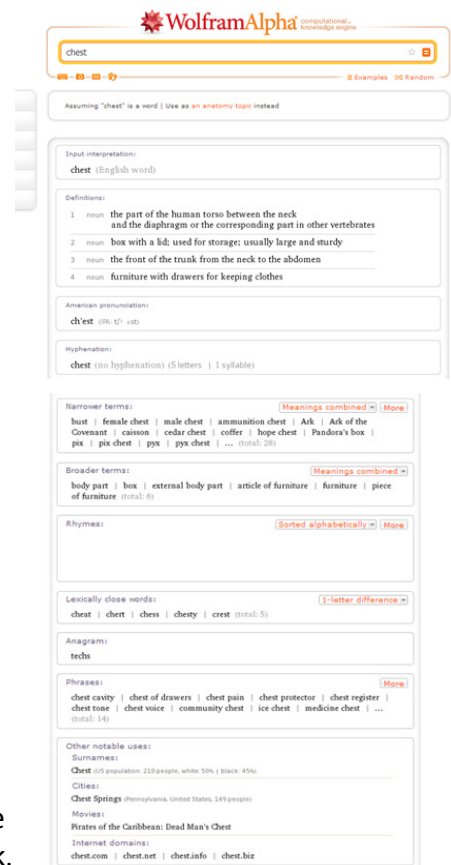
Here you can see some synonyms of the word chest. There are not many dictionaries that gives that much information, I think.

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WolframAlpha can also be used as a calculator and therefore the website is a nice tool if you are going to do mathematics. I have focused on the dictionary part since the calculator is not very important if you are writing English.

WolframAlpha connects to Facebook.

A new feature in WolframAlpha is the possibility to connect it to your Facebook account and find the following statistics, if you are curious about stuff like that!

Chapter 8 – Tools and websites

Using YouTube to learn

Matias

Today, we can learn almost whatever we want or gain knowledge anytime. People say: «Oh, I`ll just Google it» and then it`s just a simple click and you get all the information you need. YouTube is also an excellent resource for learning almost everything imaginable. The most common search sentence used with YouTube is "**how to**".

When using YouTube to learn, there are two questions you typically can use. The first one as mentioned is **how to do something**. Like how to make delicious pancakes, tie a tie, repair a motor or learn English grammar. The second search most commonly used is **how something works**. For example how does a petrol engine work, something that can be useful in science at school. Even if you don`t know how to drop a sock on the floor, sounds meaningless though, there is a tutorial for that too. There is a tutorial for everything. We can see that there are both meaningless tutorials and truly helpful tutorials that go deep into the subject and show you step by step how to do it. For learning in schools, there are great tutorials and guides out there for using Excel, to study techniques and other educational related videos. In addition, it is a great way to share knowledge and learn. If you find a video that helps you with your hobby for example, you can make a video of your finished project and put it out on You Tube as a video response. That way you learn, and the person who posted the original video might learn as well. It is the 21st century way to learn, share and collaborate.

Text read to you, web pages and documents

Ann Michaelsen

Select and Speak is an extension to Google Chrome. It is great for students who are having problems reading texts on the screen. It is also a great tool for students who have problems writing. After they have written a text, they could listen to it online to be sure that it is correct. In order to do so they would have to write the text in the Chrome web browser. A typical example would be when they are writing on their blogs. They can have the text read back to them. Another use is when they are finding material online to use in a project. To listen to a text while they read it is good for understanding. Since this extension offers many different languages it is easy to imagine it could be helpful in learning a second or third language as well.

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Simply click on the link above to install this extension. When you have done that you will get a symbol like this:
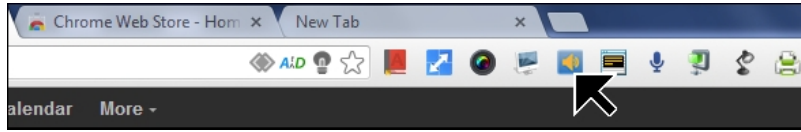
If you click on options you will see that there are a lot of different languages to choose from

You can also highlight a text and right click on the text. In the menu you get you will find Speak Text!
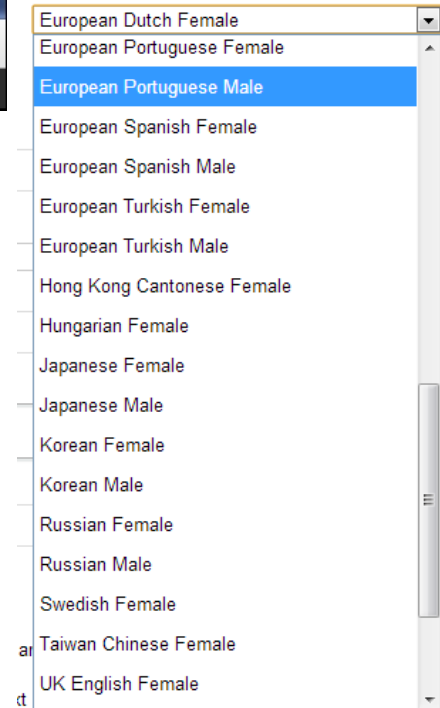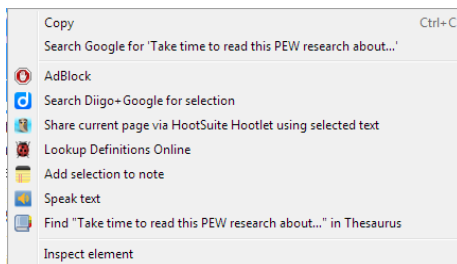
Read & Write is another free Google Chrome extension that helps read your text for you. In addition, you have a dictionary you can use with both pictures and an ordinary dictionary. The difference between Select and Speak and Read & Write is that you can use the latter when you are creating new documents with Google drive.

Click on the link above to install the app in Chrome. After installing the app you will see a Read & Write tab appear at the top of your browser window whenever you have a document open in Google Drive. Clicking that Read & Write tab will open a menu of different options. Some of the options include a picture dictionary and a talking dictionary. To use either dictionary just highlight a word then click on the dictionary that you want to use. The dictionary that you select will pop-up in your document. Read & Write will also read the text of your documents aloud. In the settings menu you can select from nine voices and three playback speeds.

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Lynda.com

Victor

Our school bought some licenses for using Lynda.com and to test it some students in our class were given the username and password. Lynda.com is a web page that is based on teaching you how to master different software programs, websites and much more! It is a learning and training site built on video tutorials that primarily teach software skills, especially deep and complicated professional-level software, although it also has content for everyone (digital photography, for example), computer novices, and a wide array of subjects. You might be frightened that this website is too advanced for you to use, and that's where you are wrong. On Lynda all the lectures are divided into different difficulty levels. What I mean with this is that the beginner level would be for people that are totally new to something for example the lessons would tell you how to make an account, write something and all these simple things. When you have learned the basics you will be able to look at the harder difficulty levels to become a master in that specific software you use.
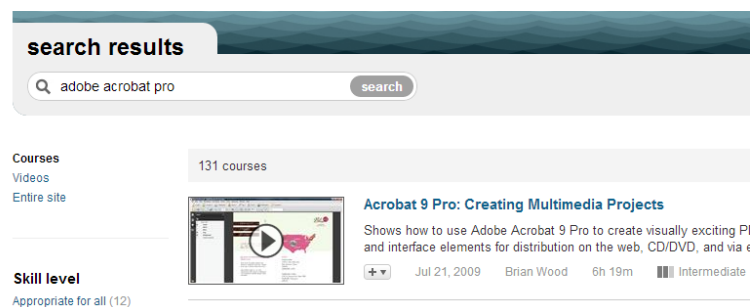
Now that you know the basics of the web page, I will discuss with you the positive and negative sides that I faced. First, I want to mention how great the web site is organized. The only thing you have to do is search for something you want to learn and you are basically done. If you just want to discover some new types of topics you have a great toolbar in the top of the screen that can help you discover some of Lynda's great features.

Besides this greatness, I also found some negative things. The one thing that rather bothered me was that the tutorials were divided into several pieces. Off course, I am a very energetic/not-patient student so I like to keep things short and easy. However, when you dig a little deeper into it the system is actually quite nice. By dividing one tutorial into many small videos, you can easily find what you are looking for from the small topics written above the videos. The last thing that rather bothered me a little was that you have to pay a monthly fee to use it. Obviously, this had both positive and negative sides. Because of this monthly fee, the webpage is able to be sustainable and work smoothly. The little problem is that some people that do not have a job like students who are studying to become teachers. These students would profit a lot from using and learning from this page.

To sum it up, my fellow students and I would say this is a great resource!

Note from teacher: We used Lynda.com to learn how to make interactive pdf's when converting our book from Word to e-book!

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9. Advice from our PLN

Some words from the chapter editor

Amalie

My name is Amalie and I have had the honor of being the chapter editor of chapter 9. It consists of advice and insights from experts and other students from all over the world.

Working on this chapter has been quite an experience. I have had the opportunity to read numerous articles written by experts, professors and students from many countries. This has been a very important chapter in the book. It wouldn`t be the same if we were writing about "being connected" if we were not connected while writing! I have to point out that my teacher and my fellow students have done a lot. So it hasn't been stressful or difficult to be chapter editor. But it has been a delight to read all the articles and the great advices from the experts. The questions we asked were what they thought about our book and if they had any ideas or advice they wanted to share with us.

Something that was repeated was that most of the students agreed that it was a good idea to write a book. They said that the collaboration between teachers and students might be strengthened when working like this. The fact that students are able to learn and connect with others using social media and the internet during classes was thought to be a great idea as well. Of course not everybody agreed that writing a book is a good idea. There were also students saying that this is not the best way to learn. Students who don`t like to write would consider the project to be confusing and messy. It is also worth mentioning that using digital tools may distract restless teenagers. But most of the students also pointed out that working with a project like this certainly would bring the class together and that it would be a great opportunity to show mastery in the different curriculum goals, because you are able to write about something that interests you.
A kind of conclusions can be that a lot of teenagers think writing a book is a good idea, but that it can be a challenge as well.

From our experts we got plenty of positive feedback! It's amazing to hear that experts like our project, and that inspires me to do my best with this book. One of them even wanted to try it in their own class! And one of them said that it could be very positive for our future. It would boost our self-confidence and she said it would make the students feel a lot of responsibility writing a book.

I hope you did learn a lot from reading the book and that you liked hearing from students, teachers and experts.

Chapter 9 – Advice from our PLN

Our questions

1. What do you think of writing a book in English class? What do you think about our book project?
2. What do you think about using more digital tools in school? Can it help students learn and is it motivational?
3. Would you read the book and perhaps use it yourself?
4. What do you think about students & a teacher writing a book together, as a collaborative project? Could others do the same?
5. What do you think is the most exciting part of our book?
6. Do you think the concept of writing a book about teaching others is creative/smart etc.. What is your opinion?
7. Do you think that teachers would like to read a book on using social media and technology to connect and learn, written by students?
8. If you were to buy the book, would you prefer it on paper or as an E-book?

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Educators and experts

Peter Ford - NoTosh.com - **http://theblogcollective.net**

I think the process of writing a real book with authentic purpose is nearly always a great idea. The fact that this title is built on the experience and expertise of both teacher and students is what makes it stand out for me as an extremely worthwhile collaborative endeavour. The perspective of students as 'connected learners' is a regular area of coverage in the literature but rarely is the research inclusive and participative. This genuinely collaborative and cooperative approach is a massive strength of this project and is a way of working that that could be replicated across the curriculum and beyond.

Choosing an 'epic' subject that both the students and teachers care about seems to be the key to a successful kick-start. It certainly has my attention and I for one, will be willing to purchase this book in whatever format it appears. It will hopefully become required reading for teachers to better hear the views and voice of students themselves about the immense potential and possible side-effects of using digital tool in school. A book that encourage the whole educational community to look, listen and learn from each other? You are definitely on to something here!

Good luck with seeing the project over the finishing line

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Moliehi Sekese a teacher from Mamoeketsi Primary school in Maseru Lesotho

- The project of writing a book is one exciting idea; both on the part of the students as well as the teacher. Firstly, it fine tunes the author to be a better communicator. This issue cannot be stressed more in the context of classrooms where students are continually expected to master the art of writing essays. Writing a book too, allows the writer to research on the contents of their book. This therefore provides a learning curve for him or her. Not only does writing a book offer an opportunity for the writer to reach out to a lot of people at one go, it also gives birth to confident, self-reliant and disciplined being of tomorrow. This book-writing project also gives students, as well as their teacher, that feel-good factor about themselves. That belief that if they can be entrusted with the responsibility of writing a book, then they can do anything. This is then likely to be reflected in the classroom and the results can only be better grades. I absolutely give this book project a thumbs-up and I already can see an overwhelming success.

- It must be noted that we are living in the 21st century which is hugely dominated by technological advances. Using digital tools in schools simply keeping abreast of the global developments. As well as familiarizing learners with newest tools, using these tools is a great fun. Let us not forget that today's learning centers around students being involved in conducting projects. These projects are done independently, therefore the presence of digital tools in school make life easy for learners as well as teachers. In a case where learners do not have access to digital tools at home. Again with the use of digital tools in school learners will be equipped with technology skills required by the workplace.

- It has always been my belief that there is always something new to learn in every book. I will definitely read the book; both for my academic growth and to pass on the knowledge gained to other people; be it learners or every other individual. Its always fun and informative to hear other people's perspectives. I find the chapters of this book interesting and very relevant to our everyday lives. This is the kind of book I will read over and over again.

- It goes without saying that writing a book needs a concerted effort. There is no doubt that this will keep the teacher and the students on their toes as they will need all the necessary know-how in order to produce a successful book. This suggests a lot of learning will take a place both for the teacher and for the students. Even more significantly, this project will create a special bond between learners and the teacher. Both will want not to disappoint the other. It also builds trust between the parties involved. Students will feel valued. Important of the greatest importance is the fact that students will learn the so much in the process of writing the book. For these reasons, I urge other learning institutions to follow suit and be involved in projects of this fashion.

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- Of the nine chapters the book contains one chapter stands out for me. Gaming to learn. There is nothing more fulfilling than having fun whilst you are learning. Engaging students in games keep them captivated and focused. Imagine being told you are going to learn by playing games; wouldn't you look forward to such a lesson? I bet you would; It 's not a secret that learners derive great pleasure from games, so using games to facilitate learning will no doubt guarantee effective learning. In fact, I believe this is the part most teachers will look forward to reading as it will equip them with skills on how to use games to facilitate learning.

- I think teachers will take great interest in a book written by students. As a teacher, it is always a plus to know how students generally think. Besides, there is a whole lot of stuff to learn from your students. In most cases students are a step ahead in using social media and technology. What better way to learn from them than to read a book written by them? It is these kinds of projects when we realise the potential in our students. As a teacher you always want to know how much your pupils know just so you use suitable approaches for them.

Suzie Boss, OR, USA

Response from Suzie Boss, education writer and project-based learning advocate from Portland, OR, USA.

Edutopia blogger: http://www.edutopia.org/suzie-boss

- Writing a book collaboratively as an English class project is a brilliant idea. Projects work best when they are authentic (not "fake") assignments, and when students take on the mantle of experts from different disciplines. What could be more authentic for English students than to write and publish together as experts on 21st century learning?

- I've seen plenty of situations in which digital tools make all the difference; students were able to go places with their learning that they couldn't go otherwise. That said, I've also seen plenty of examples in which digital tools have added little value other than some flash or pizzaz. So, it all depends on the use you make of these potentially powerful tools. Be clear about what you hope to accomplish, and then take advantage of the right tools to help you achieve your goals.

- I look forward to reading and learning from the book. As a project-based learning advocate, I'm constantly encouraging teachers to incorporate more student voice into projects. There are many ways to accomplish that--from student focus groups to surveys to active listening by teachers. You book takes us right to the source, and should generate productive conversations among teachers and students who read the book together.

- Collaboration is an essential skill that takes time to learn. It's hard to think of anything that gets accomplished--in any sector--that doesn't involve some level of active teamwork. Even solitary writers and artists eventually have to work with publishers,

agents, funders, gallery reps, and so forth, if they hope to bring their work to an audience. So for starters, writing the book together will give you real-world experience with collaboration. Don't expect it to be all smooth sailing, however. Expect to have some disagreements and creative tension as you forge a product that you all believe in. Don't get derailed by conflict. Be open to each other's ideas, and develop some processes for hashing out your differences in a productive way.

- I love your open process--inviting others to chime in and sharing your work with the world. Very 21st century of you! Expect to learn a lot yourselves through the process of teaching others. It's a smart way to learn.

- I think many teachers (and possibly researchers and school leaders) will be interested in your book. Whether they decide to buy it will depend on the freshness of the ideas you offer and the quality of your writing. So, be sure you're adding to what's already out there in the world of educational publishing. Let potential buyers know: What's new and interesting about what you've discovered through writing? How does your collective voice differ from what other experts have to say?

- I'd buy it in either format. Great if you can offer it both ways.

Good luck with your project--and welcome to the community of writers!

Silvia Rosenthal Tolisano, US

Marie, David, Julia and Fride

Silvia Rosenthal Tolisano

Born in Germany, raised in Argentina and currently lives in the United States. She has a Bachelor's Degree in Spanish with a Minor in International Studies and a Master in Education with an emphasis in Instructional Technology. She is an expert in connected learning and digital tools, and she runs the blog *www.langwitches.org* with …. readers a day. Twitter: @…….

When our English teacher started searching for information on curation, she stumbled upon Silvia Rosenthal Tolisano's blog. Ann, our English teacher, asked Silvia if she was interesting in sharing some of her opinions and knowledge with us so that we could use it in our book. Her respond was positive, and she even suggested to Skype and talk about the topic we were searching for. Four students participated in the interview along with Ann. We had written our questions in advance so it would be quicker to keep the interview going. Two students asked questions and the other two took notes. We also recorded the entire conversation in OneNote to make it easier to write the full interview in our book.

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Silvia is a very good speaker and she kept the conversation going during the whole interview. She provided reflected answers and useful input. It was easy for us to ask her our questions when we knew she would give us good, full and long answers.

1. **What do you think about the idea of writing a book in English class to help teachers and students?**

Fabulous! You are the students, and that is why we are teachers. Without you, our profession wouldn't exist actually. To help teachers better understand how you learn is extremely important and a lot of interest, at least to me.
I have been a student too, I am also a student now, and if I have a reason to learn something, it's worth more than if a teacher tells me to hand in a paper so I can get a grade on it. In my case, if I can work on something I know people will use and appreciate, something that is worth my time, that is much more important to me than a teacher telling me to work just because I have study time.

2. **Do you think the concept of writing a book about teaching others is creative/ smart or what is your opinion?**

Just in itself, that you are the ones creating a book verses buying a book that someone else has made, makes you the creators, as the word says itself. I think the main differences between today and when I was young and a kid at high school, is that we never had that possibility. All we did was sit and wait for a teacher to talk to us, or to read a book, and take in whatever the book said. We didn't have the tools to be the ones creating.
So, to sum up, I find this book project creative and smart. It doesn't take much to sit down and read a book written by someone else contrary to write a book yourself, because then it means that you know more about it than a person who just read what somebody else has written.

3. **In this book, we are writing a lot about social media in learning. Do you think connecting with educators and students in different parts of the world is a good way to learn?**

You are asking the right person! I believe that the use of social medias today is one of the main things I believe has changed in our world. We are able to make contact and communicate with each other directly without thinking about distance. You in Norway are reading my blog! And look, we are talking, its great! In this moment, you are asking me questions directly, you sit in Norway and I sit in Florida, you don't need to write me a letter and wait for me to possibly respond.

4. **Why do you think so many are following you on twitter?**

That's something I wonder every day as well! I think it's because I share. Everything that I learn, I learn better if I share. When I share, people respond to me and I can learn from them because

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they have another perspective and look with other eyes on things. I didn't have that feeling before the Internet and before I was able to share and publish things to the world. When I was in college, I had to write my papers. Nobody else except maybe a friend read it for me, and then the teacher read it, and finally I got a grade. So to me, sharing is my own learning, and people appreciate that. I think that's the reason why people are following me.

5. **When we are using the Internet trying to find the information we are looking for, do you think that is a skill we can use later in our lives?**

Absolutely not, whatever you will learn, you will never use it again.. No, I'm just kidding. I remember when I was in school, I used to think "*why do I have to learn this? I will never use it again.*" That was a problem I think. Learning how to learn, and learning how to find information, it doesn't matter what it is, whatever you are interested in, you will learn to learn on your own. If you ask me, that will help you for the rest of your life.

6. **How do you think students should be assessed in school, for example on this project, with grades or anything else?**

I don't think you should get grades. I think the real assessment would be: how many people will buy you book? If you advertise your book, and 10 people buy it, that give you an idea on how good your work is, versus if 10 000 people buy it. I think that should be your assessment.

7. **Would you prefer to read the book on paper or as an eBook?**

Personally, I prefer eBook. I will be moving to Brazil in a few months, and I am only allowed to take ten suitcases with me. Therefore, I am going to have all my books on my iPad. I will also be able to highlight and share what I read on my iPad, in contrast to a paper book where I have to use sticky notes and no one can see what I read.

8. **Are you concerned that student's minds and brains are being changed by the way we use the net and play videogames?**

I agree that students' minds and students' brains have already changed. Just by the fact of how they use the videos and video games, your eye- and hand coordination is different than somebody who is seventy years old when they were on your age. I already know that your brains have changed.
I have gone to different school systems, and after my experiences, I can tell you that the textbooks are quite contrary to each other. In some cases, the assumption that the textbooks are right and with the right content, I know it's not true. I believe that the Internet gives you such a wide range of information that you have to learn to figure out which one is true and which one has a different perspective, and what is the reason that the author writes it that way. It is so easy to think that because a text book is on paper and that a company has printed it, it is the key to what you should learn. But that doesn't make it true, or any truer than what you can find on the Internet.

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9. In your estimate, how many teachers work like this in the United States right now?

I could guess, unfortunately, it's a very small percentage.

10. Would you recommend our book to other teachers?

Absolutely! I will read it, and then I will write a review and recommend it at least for the fact that you guys are stepping up! There is not that many teenagers who have written a book about this, for teachers! And it is something that we all need to take a look at! If you want to change something, you can even write a second book, you are doing things that are so amazing that the world needs to know! (And that's the nice thing with having a blog or a twitter account, we can write things that a lot of people will see! We need to take advantage of that.)

Anna Oikonomou, Greece

Anna Oikonomou, Teacher of English at Arsakeio Secondary   Schools of Thessaloniki, Greece

- I find the whole idea totally inspiring and intriguing for students and teachers alike. The chance for students to take the floor and share their first-hand and insightful 1:1 learning experiences sounds utterly challenging. So does the teacher's role as a project facilitator, coordinator and troubleshooter on the sidelines.

- There's little room for doubt when it comes to whether ICT advances students' learning. By leaps and bounds, I'd argue. I am definitely all for it and only wish the digital divides of all sorts could be bridged so that every single youngster could join this learning digisphere and reap the benefits.

- I can't wait to do so. What makes it so inviting and irresistible to read is that the writers are teenagers who have the latest technology at their fingertips and are ready to share their enthusiasm and expertise with novices of any age. So, yes! I humbly and eagerly crave to learn and earn from these prolific innovators! I just bow in sheer admiration of such a collaborative culture! Thumbs up to both the lucky kids and their gifted teacher! I value collaboration a lot and firmly believe it should lie at the heart of every learning environment and practice. There's tons to be acquired by this merging and switching of roles and tasks with the teacher, too. Even though it may at times feel like walking (if not roller-blading …) on very thin ice, indeed, the gains to be had far outweigh the underlying risks.

- Could others do the same? Definitely YES! Such a rank-less beehive of collaborative and bonding writing activity where the queen labours along bumblebees and honeybees alike can only ostracise drones and leave no scope for boredom or disengagement whatsoever. Doubtless, it could set a brilliant trend and example for a lot of us to follow, too. So, once again: Kudos, Sandvika folks! You've certainly got a bee in your bonnet with your new brainchild!

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- If I have to choose, I'll go for chapters 4, 7, 8 and 10. I would like to delve into the practicalities of this methodology, but I would also be very curious to find out a lot about gaming once the magic sets in.

- A book that inspires and teaches others how an approach/ methodology works 100% in practice (for a change) is really a feat. It is no easy task! ICT integration in everyday classes may not always amount to cloud-cuckoo-land. You could be opening up a can of worms if not well-briefed or prepared for it. So, there are also dark and problem areas together with troubleshooting stories to be discussed too next to the golden and countless opportunities. And yet such project-based learning for the young writers can pay off volumes in satisfaction, in creativity, in innovation, in intellectual activity and in communicating and networking with their readership. Rising to such a promising challenge can only be rewarding.

- Absolutely! After all, it's the end-users we, educators, strive for and invest in, isn't it? If we have a success story by Norwegian teenagers, why not share it with these privileged students who have already made it happen? It's only a blessing that can serve as an eye-opener to diverse perspectives and options we may never have imagined or heard of.

- I don't pretend to be that tech-savvy or anything, but, to be honest, I try to go as paperless as can be, so I would prefer it as an e-book. After all, it is as flippable as the printed version and can be more readily and digitally annotated, reused, referred to, remixed, re-everything really …

Arne Krokan, Norway

Arne Krokan, professor NTNU (Norwegian university of science) Trondheim

Translated by Amalie

Fantastic idea!
I do not know about any similar project. A good idea is to try self-publish at Amazon. Perhaps you should take advantage of the fact that you are writing for the students' perspective. The book should be about students' attitudes, views, skepticism and how they are changing attitudes as they get more insight.

Good luck with the book!
Arne Krokan

Thieme Hennis, the Netherlands.

Thieme Hennis. PhD student TU Delft, the Netherlands. **http://hennis.nl**

It is something I have proposed in one of the projects I am involved in. I think it is a good objective, which speaks for itself, and acknowledges input delivered. It is a real-world artifact and possibly relevant for the students to work on. Much better than to work on something that is not published/used. On the other hand, I know what my writing skills were before graduation

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Using creativity is a very powerful way to motivate. Teaching others is considered the best way to learn, but do not know if it is the most efficient one.

Definitely, but they like to have 'honest examples', so also show the problems, unsolved issues, etc.

If the e-book connects me directly with a 'community of practice' and other resources, than I vote for the e-book!

Kathleen Godfrey, Ca, USA

Kathleen Godfrey, associate Professor California State University, Fresno U.S.

- I love this idea. I once tried to do this with a class and it created a lot of energy and excitement. My students really worked to research and write ideas related to our main topic. We found that just one semester wasn't long enough to produce a more final draft of our book because we were such a small class. I hope that you will be able to pull everything together and try to publish it! Writing a book that is so collaborative and involves student views would be a great contribution to the literature about connected learning.

- I think it's essential that we use digital tools in school. Although in the U.S., there are access problems (in that not every student has a computer or wi-fi access at home), still, every student needs to master 21st century literacies, which illustrates even more why schools are important in this area.

- I've found that in some cases, students get really excited about using digital tools. It's still something fairly new in my department at the university, so the ones who are tech-savvy are really excited. But I also have students who get overwhelmed because they don't do much work online. They forget their passwords, get nervous about privacy issues, hate to download anything from the web or join too many sites--so it can be a challenge sometimes to get them to see technology as a tool for learning.

- Yes, I would like to read a book that includes student opinions about technology and that demonstrates through how it was written what the power of technology is and how it facilitates collaboration.

- One of the strengths of your book could be to suggest ways that your project could be replicated at other schools. To do this, you'd need to be honest about what was difficult/challenging and how you overcame or worked around those moments of tension.

- Since I'm gaming a writing assignment right now, I'd love to hear how that works in your class. How do you make a gamed assignment something that encourages learning and reflection rather than just competition or fun? That's one of the things I'm thinking about right now as I watch my students take part in our "game."

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- I think it's a great idea--because it encourages reflection and ownership on the part of students--and collaboration on the part of the teacher.

- Do you think that teachers would like to read a book on using social media and technology to connect and learn written by students?

- Yes, I think many teachers, especially in the university (in teacher training programs) would want to know what students think and what level of writing they are capable of.

- I'd probably be more likely to read it as an e-book.

Good luck on your project!!!

Marie Bacchus, Uppsala, Sweden

Marie Bacchus, teacher of English, upper secondary level, at Fyrisskolan, Uppsala, Sweden.

- It is good as a theme/group work and the purpose creates the kind of authentic situation that is learning where language proficiency increases while you work on the product. The problem would be time and anchoring the project in the curriculum.

- Using digital tools in school is highly motivational for learners and it is a must when it comes to what education today is about. Our students are learning for tomorrow, the future, the 21st century. As they are familiar with these tools it is a shortcut apt for adapting to learning situations. Then learning/teaching can also be more individualized.

- I think it is a good collaborative project, from my point of view the obstacles could be time and curriculum.

- That it will be an inspiration but mostly a structure that I could use to work on similar projects. One would also profit from learning about the drawbacks that you encountered. It would be something to use as a starting point for other projects that would improve learning situations and the tools for education. So the parts that describe how you do this would be most exciting for me.

- In education I think it is very inspiring to read about a good example, best practice, things that other educators have tried. It is, in fact the kind of further education that teachers need to be able to reflect on their own learning and how that is used for teaching. I think it is educational.

- There are many potential readers out there because teachers are not always familiar with how to use social media and technology. The fact that it is written by students will show how it is actually used by the learners.

- I would prefer E-book but you would have more readers if it is on paper as well.

Vijay Krishnan, Romania

Vijay Krishnan, Math and ICT Teacher, Math Home Tutor Bucharest, Romania

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- Writing a book in an English class is always a good idea as it encourages students to use their imagination and ideas. To me, any student equipped with the right kind of tools and instruments, that would be the only way forward. Kids are full of enthusiasm and if this can be channelized in the right area, we can all be sure of future Mark Twains and William Wordsworth. I think that by initiating a book project, you have actually paved the way for many like minded educators including myself to maybe start inspiring our kids into writing and editing their own books. Wonderful initiative, keep it up.

- Technology is here to stay and I believe in the age old proverb, "If you can't beat them, you join them" so I am all in favor of technology and using more and more digital tools in school. Surely, it will help students learn as it helps them to use tools like spell check, grammar, dictionary to name a few resources when in need and not be shy riveting away from asking for help. It is highly motivational because for the simple reason that technology is an ever growing area and kids would love to keep up to it and this definitely keeps them on their toes continuously.

- I would surely read the book and most certainly I would use this book as a starting point to try and make one with my students.

- In this 21st century, students and teachers must come together and if it means writing a book together, so be it. A collaboration project is a great learning curve for both the students and the teacher.

- If others are not following suit, I would definitely urge them to join the bandwagon and be a part of this wonderful idea initiated by Ann

- The most exciting part of your book is the imagination and thought process going behind this wonderful idea of a students teacher collaboration.

- Writing a book about teaching others is always a wonderful idea as there is no dearth of learning in education and of course there is no end to it. Any sort of help out there is definitely appreciated and sure enough its smart enough proof that we all like to be creative and unique when it comes to educating and inspiring our students.

Trond Ingebrigtsen Norwegian center for ICT in education.

Kasper and Silje

What are your thoughts on using web based social media in education?
- That, I would say, is a good thing, but it has to be a plan behind it. We have to distinguish between using it for plain social activities and for learning. In addition, as long as they are used to learn, I think they will challenge the students and increase the engagement. Not everybody are talkers; some like to write, and some like both talking and writing. The challenge is to engage as many students as possible.

Do you believe other students and teachers will have a need of our book?
-Well good examples are important, and as a manual for digital tools, it will fill people's needs.

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What do you think about writing a book in English class instead of sticking to traditional methods of learning?
Brilliant idea! Especially when everyone in the class participates. I think as adults, it will be more fun looking back and seeing a book you wrote together as a group than seeing a stack of individual notebooks that no one will ever read.

Would you read the book or have any needs for it yourself?
That depends on whether the examples you are using are any good or not. But if they are, I promise you, I'll use it in my lectures around the country.

Do you think the concept behind students and teacher writing a book together for other students and teachers is in any way creative or clever? And what do think of students and teacher collaborating on project?
- I think it is both creative and clever. I think you should judge your success on how proud each of you are of the finished project. If you can sell it with a good conscience, I would say you did nicely. As long as both parts take equal responsibility and one part isn't working far more than the other, I think collaborating is a good thought. We are constantly changing the way we are learning because of new and helpful technology. The relationship between student and teacher is also changing due to the simple fact that most students know more about digital tools than their teachers, while the teachers have more experience and more often know what is suitable on the internet and what isn't.

Would you prefer the book as an E-book or on paper?
I would definitely prefer it as an E-book! I believe the time of the printed book is gone.

Our plan is to sell the book to someone who will need it. Our thoughts fell on school classes. Would the book in their case be better as a printed book or as an E-book?
I still believe it should be digital, but some of the books structure might disappear on the internet. Perhaps a combination of the two would be the best alternative. The printed part would be more as a guide or a manual, while the main texts are found online as an E-book.

Since the books topic isn't a part of the Norwegian education, who is responsible for the students learning it?
- That is a tricky question! Each school has a responsibility making sure their students know how to behave online. Every teacher should take part in teaching it to their students, and not sit back thinking, "Its not my job to teach them that. I'll let someone else do it."

When do you think is the best time to begin teaching children how to act online?
- I think kindergarten is the best time. In some kindergartens in Norway, the teacher lets the children take pictures from which they choose the ones they think are most appropriate to show to their parents when they come to take them home. The children show consciousness and empathy by eliminating pictures of children hurt or crying. Most children are quite clear on what is ok to show their parents and what isn't.

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Ove Christensen, Denmark

Educational researcher and developer. University College Zealand,

- I think that education for one part is preparing students to the work life they'll meet at some point in life. One way of preparing students for a future work life is for them working with real and authentic challenges. Writing a book in collaboration indeed meets these requirements. A book project is authentic communication in that there are real addressees out there. Organizing the project is a meaningful activity. Considering, working with and writing about topics as teaching, technology, 21. century requirements etc and the relationships the topics in between is highly relevant. It would be great to read about students' and learners' approaches, feelings, opinions, experiences etc with teaching and learning processes with teaching, learning and technology. To reflect upon one's own learning and learning process is a way of enhancing the effect (and affect) of learning and the book project is very likely to support this kind of meta-learning - learning about the way one learn. Collaboration is in itself something that is highly relevant to learn and to practice. It make so much sense that students together with a teacher or a team of teachers are writing a book collaboratively. I support this book project and would like to shout out loud about it anyway I can letting other students and teachers know about it cause it sounds like a great project.

- The teaching institutions are a fundamental part of the society it is placed within. I think the idea of schooling is to mirror that society - but also to be a place in part disconnected from society; a safe ground for experimenting and playing with knowledge and practices and forms for knowledge and practices. The schools should be at level with society when it comes to forms of practices which includes the way things are done. In the 21th century a lot of work processes includes the use of digital technology. Using different kinds of digital technology should, therefore, also be part of the practices of teaching and learning in schools. Competencies in using different tools solving different challenges is a basic part of schooling/teaching. When it comes to another principal part of education, namely literacy, digital technology also play a big part. Literacy may be translated as the ability of each individual to take part in societal processes and develop as an autonomous individual within communities. This might sound a little abstract. Literacy means in more plain English that one should be able to relate to what's going on in one's own life and vicinities. One can speak up for what one believes. Literacy is an important part of an individual's way of existence - being in the world. What I'm trying to say is that literacy among a lot of other things has to do with the ability to communicate and relate to others. Doing that in the current society means being able to communicate and form or maintain relationships using digital media and social media. The subjects taught in school are highly affected by new technologies (think about science, biology, esthetic expressions etc) so digital technologies play an inherent role within the subjects. It would be anachronistic if the teaching of the subjects do not reflect the changes within the subjects themselves. Teaching is based on problem solving. Making teaching and learning as authentic as possible students are given assignment where they are to solve

some kind of problem. Problem solving in 'real life' is very often and in a lot of respects dependent on technology use. So it ought to be in schools as well. It is, however, equally important that students are stimulated in all sorts of fashion. Diversity is a very important part of learning - and students have to work in a multiple ways. Working without technology can be a very good and meaningful challenge and, hence, support learning. I could go on listing benefits of using different technologies in teaching and how it supports learning. It all boils down for students to participate in meaningful activities with a predefined outcome - that is the definition of formal schooling. As mentioned above digital technology can be supportive of collaborative processes which should be a part of many learning activities. I don't think that digital technologies are particular motivational except as a break from other kind of work. When students say that they are motivated by the use of technology, I think they are referring to either that it is an exception or that the activity they are engaged in feels more meaningful doing with technology than without. They are not talking about technology as such but technology as part of doing something in a way that make sense for them. And in that a lot of students use computers or other devices as a primary tool for spare time activities it doesn't make sense to do something in a more difficult just because it is school work; and they also miss the different aids technology often provide (as spelling check, fast fact finding, pictures insertion etc.).

- I would be very happy and curious reading the book. I think it is important to listen in to as many voices as possible when it comes to education. The student's voice is often not heard in school development and a book written by students would be a great source for information about how they think and feel about teaching and learning and schooling. It is important, though, that neither the students' voice, the teachers' voice, the administrators' voice or the politicians' voice is a kind of 'truth'. Voice are perspectives and they will probably be contradictory within the groups. Development of better educational practices is very complex and students are not the only ones with legitimate interests in education and improvement of education.

- Let me recapitulate two things which I find of upper most importance with the book project: the learning process as multifaceted: at lot of learning objectives will be - have the posibility of being - met. voicing students

- I find the book project a great teaching/learning activity. If students take ownership writing a book together is a very creative and smart activity. From a teacher's perspective: It is not without risks, though. The project seem to be very big and there will be a risk that students lose interests before finishing. What about students who do not buy into the projects? How to engage everybody - all the included students - in the project? I can imaging a lot of problems with a project of this scope - but if you never risk anything you never gain, so go for it. Take all the precautions necessary (and imaginable beforehand) and be willing to give support where needed in due time. Be prepared to work overtime in a period for risk management. Involve colleagues and seek support from others. And most important of all: share your experiences about the project with other teachers - spread the good stories as well as the challenging ones.

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- All teachers interested in their own subject will indulge in a book like this - of course

- I think that an e-book - or a wiki - would be the more suitable for a book like the one you are writing. I've read other books about how clever web 2.0 - social media, digital media - is conveyed in a book without any digital enhancements. That is of course no problem. You can learn from reading an analogue book. But if you claim a lot of benefits from digital media it would kind of undermine the argument not using those benefits in your own communication. In fact, I think that you should break up the chapters in a wiki and you'll be able to update the sub-pages whenever needed.

The best of luck to your all and your project. I'm looking forward to see it realized.

Rune Krumsvik, Norway

Professor University of Bergen, Norway

Interview and translation Kasper and Silje

«We are writing a book about digital tools and digital literacy. In our book we show how a teacher can set up the classroom in a way that enables the students to use tools such as blogging, Skype, twitter and clever use of the internet to gather information on a topic. The book is meant as a supplement for teachers and students at teacher college." You are doing research on pupils use of technology. Would it be right to say that you are the most prominent expert in Norway on this subject?

That is hard to say, but I have been working in this field for quite some time. I would say that I am one of the most prominent experts in Norway.

We believe that are project is unique, and that it hasn't been done before. Have you ever heard of a school class attempting anything similar?
No, I haven't. I think what makes this project unique and exciting is that you are working on a product that you are planning to sell. And I like that you are planning to sell it to students at teacher college. The problem we are facing today is that the new teachers don't know what it's like in the schools. This problem can be solved if your book turns out the way you have planned.

What do you think of using social medias in educational settings?
I do it myself. I do courses for the 19 and 20 year old students, where I share information with them through groups and pages on Facebook. Of course this is in addition to books, but the combination of the two works really well. So as you can see I am very positive about using social media in educational settings, but only as long as it is used with care and for educational purposes.

Do you think students and teachers will have any use of our book?
Yes, I think people will like it because it is *your* project. People enjoy listening to students advice. And since you are students writing it I think it will fill a deep hole in the almost endless row of

books on information and communications technology. As students you know what is, and what isn't working in educational settings.

Do you believe adults would like reading a book, written by students, to learn something new?
At least they should! This area of knowledge is very new, and we therefor need to hear from those who know and use it the most. That is what I think is important.

What are your thoughts on whether the teacher knows enough on this topic in Norway or not?
I think many teachers know a lot, but if we are talking about the average teacher I think some more competence would be necessary. This needs to be a part of the teacher education. The newly educated teachers need to know what is happening online in the classrooms. I believe the owners of the schools are responsible for the teachers knowledge on how to use digital tools.

We are writing our book in English. Do you think this will affect the marked here in Norway?
That is an interesting question. Here, on the University in Bergen, we have been asking the students whether they prefer the curriculums to be in Norwegian or English. Our studies show that the language of their text books doesn't matter anymore. The focus is with the topic instead of the language. That you, as students in the 11th grade, in Norway, are writing a book in English, will hopefully send out a signal to other adults, that one can easily write in English even at your young age. The issues with languages have drastically changed the last few years. Not long ago our students wanted everything to be in Norwegian, but today they are fine with both. Our teacher students have half of their curriculum in English, so if you were seeing them as potential buyers, the book will be equally convenient in English as it would be in Norwegian.

Skype in the classroom

1. What do you think of writing a book in English class? What do you think about our book project?

I think writing a book in your English class is a wonderful way to learn how to express yourself in a foreign language. Not only are you learning useful language skills but you are also learning how to think critically. I think your book project is particularly interesting because you are paying equal attention to students' and teachers' needs in online learning environments. You are also looking towards the future, which is very important when discussing the role of technology in education. It is an ambitious project and I am very excited to see where it takes you.

2. What do you think about using more digital tools in school? Can it help students learn and is it motivational?
Yes, I truly believe that technology can have a very positive effect on students' learning experiences. Skype in the classroom is a wonderful example of this. Skype in the classroom connects students to the world. It allows teachers and students to overcome many barriers

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(time-zone barriers, cultural barriers, language barriers and financial barriers) and access knowledge that was otherwise inaccessible to them. It can teach students to look at subjects from new perspectives and motivate them to aim higher and visit the places that they see on Skype in real life. They can also speak to inspirational guest speakers on Skype and set new life goals for themselves thanks to these experiences.

3. What do you think about students & a teacher writing a book together, as a collaborative project? Could others do the same?
Certainly, students and teachers should work together as a team on collaborative projects, just like your book project.4. The most important lesson we need to remember is that we never stop learning, which means that not only do students learn from their teachers during these projects, teachers also learn new things from their pupils.

4. Do you think the concept of writing a book about teaching others is creative/smart etc. What is your opinion?
Writing in general is a fantastic way to learn how to express yourself clearly and imaginatively. I expect that writing a book as a team makes this goal even more challenging to achieve, but also extremely rewarding if it is attained. I am very curious to read your book and learn about the multiple perspectives you have on teaching with digital tools.

5. Do you think that teachers would like to read a book on using social media and technology to connect and learn written by students?
I think that teachers should be curious to learn how their students are using digital tools to communicate amongst each other. I think that gaining insight into young people's communication habits and adjusting yours to theirs can lead to improved engagement during classes.

6. Do you have any advice to teachers who want to start using Skype in the classroom?
Be curious and imaginative when using Skype in the classroom. All you need to sign up to our free service is a Skype ID and some great ideas for some Skype lessons. You can either set up your own lesson or search for existing lessons on our site that you can join. When creating a lesson on the Skype in the classroom website always remember to include an interesting title, a good lesson plan and a captivating image which will appeal to your target audience. Set goals for yourself - do a Skype call with every country in a given continent by the end of the school year or invite five different scientists into your classroom via Skype. Become a positive Skype in the classroom community member and make new friends with teachers from across the globe. The more you give to the community, the more you will receive from it.

7. How many teachers use Skype to connect do you think?
We have over 55,000 teachers registered on Skype in the classroom and the numbers grow very rapidly on a daily basis, we love seeing new members join our community.

8. What is your strategy to get more teachers to use Skype?

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It is important for teachers to see that Skype in the classroom connects their students to the world, which we demonstrate to our members on our website, Facebook and Twitter feeds on a regular basis. Once teachers have the technology in their classroom, the whole world is at the tip of their fingers.

9. If you were to buy the book, would you prefer it on paper or as an e-book?
Both media are wonderful in their own ways. An e-book would be fantastic in terms of reaching a global audience and receiving feedback quickly.

Students

Neil Hildick-Smith USA

Beaver Country Day School

I think it seems like a really great project! I imagine there are many teachers around the world who are becoming increasingly interested in incorporating technology into their classes and having a book that outlines schools' experiences would make the initiative less daunting.
I think the use of digital tools in school are a vital new direction in the field of education--an area that historically has been very resistant to adapting to the world around it.

While as a high school student I do not believe I personally would read the book, I imagine it would be a valuable resource for educators who are both already teaching and those who are still currently studying how to be one. Yes, this seem like a fabulous idea that you have incorporated into your project as I believe the two perspectives offered would provide a depth to the book that is quite unique and hard to come by. I think it is a creative twist that would serve as an asset to all those who would make use of it.

Definitely. While I can only speak to this from the perspective of a student, I can picture the task of incorporating in general technology--especially social media in particular--into the classroom would be a daunting task. As a result I think it would be valuable for teachers who are intrigued by the concept of doing so but not sure how to approach this incorporation to see that it can indeed be done and met with such success. I would prefer an E-book.

Sam Bachrach USA

Beaver Country Day School United States

I think it is a great idea. Integrating technology into the classroom is a new idea, as technology is always changing. When done properly, the transition enhances the student learning experience.

I enjoy using technology in the classroom. Every school is different, so let me give you some context about Beaver. We use laptops everyday. If you forget your laptop, it makes it tough to go through most classes. Between in class writing assignments and researching topics for

discussion, laptops are essential. Many students joke that the loss of internet would hinder our ability to learn more so than an earthquake.

If I found the book relevant to myself I would consider reading it. I would need to learn more information about the project. I think it is a unique way to collaborate and share ideas. The experiences of teachers and students are very different, and I believe a book is a great way to bridge the gap between the two. What do you think is the most exciting part of our book?

It seems like it could be a good idea. There are books about so many other things in life. As long as it is good information, I have no problem with it. When it comes to social media, students today are the most relevant generation. We have grown up with it. It is an intrical part of our lives. We use social media for both entertainment, and educational purposes. It is becoming one of the most powerful means of communication in existence. Students need to tell that story.

I don't care either way. Perhaps a paper back book because I don't like staring at a screen for that long.

Dominick Smith, USA

Beaver Country Day School, Chestnut Hill, Massachusetts, USA.

I think that it is a very interesting an innovative idea, and an English class seems to be a good setting for this to take place. I think that using computers in class makes learning, researching, writing, and collaboration much easier. However, besides being cost effective and saving paper, I do not see much use for Ipads or Kindles in schools.

Honestly I do not think that I would read or use the book. I think that computers and technology are very important and expanding modes of teaching, and I know that they have made me more productive and tech-savvy. I do not have a huge desire to further study the role of technology in teaching.

It could be a very good idea because it would offer information from a variety of perspectives; it just might be hard to integrate everyone work so that it flows well. Chapter 1: 21st century skills, as these are and will be important when working in the future.

It has definitely been done before; a teacher at my school [Peter Gow](), runs a nationally acclaimed blog on the subject. As long as it is written well and has new and interesting content, it should turn out well. Probably, as many teachers are currently doing this or looking to.

I would definitely prefer the book on paper. I like the feel of having a book in my hands, seeing the progress that I make while I read, having the ability to underline important points and make comments in the margins, and being able add the book to my growing library after I finish. reading out of a paper back. E-books hurt my eyes if I stare at them for a long time.

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Katiso Mosola and Tumelo, Lesotho

Katiso Mosola and Tumelo class seven students at Mamoeketsi Primary school Maseru Lesotho.

The idea of writing a book in English is an important idea because it is going to make us perfect in English speaking as well as vocabulary. It is going to help us to understand questions in the exam because all the questions are asked in English and English is a passing subject.
They can help students learn and become motivated because digital tools make the work easy and students understand quickly. Again use of digital tools in school can help us connect with other learners across the world and to learn more from them. Lastly digital tools will help us with our homework.
Yes we will read it so that we can learn more other new things that can help us with our everyday learning.Writing a book together with our teachers is a good idea because they will know of our strong points and weak points. And knowing more about us will also help them to know which areas of learning need to be reinforced. We think other learners should do the same because this idea can help them in their composition and letter writing.

We think teachers would like to read a book using social media and technology because most teachers through their cell phones are connected to social media such as Facebook and Twitter. So we think they will love to know more about how social media can be used in school.

ITUMELENG RANTHEBA, MATSELISO MOTLOMELO AND MANTINA THETSANE

ITUMELENG RANTHEBA, MATSELISO MOTLOMELO AND MANTINA THETSANE: MAMOEKETSI PRIMARY SCHOOL IN LESOTHO
We think it is right to write a book in English because students will know how to speak and write well. It will also make them to develop the love of English as a subject.

They can help students learn because digital tools make the work easy and students understand quickly. When I was doing a project about 'life in Lesotho' we learned some of the writing skills from other students' blogs.

Yes We would like to read it and use it to help us when learning other subjects. It will also improve our vocabulary.

Heidi Dickerson, Alburnett IA

I think it is a cool idea and that it would be nice to look back on what you wrote together later in life. I think that digitizing everything can be very beneficial, but can be challenging for some teachers, especially the older generation. I think it makes things so much easier, and is more hands-on.

I think that having students and the teacher working together to make a book is a good idea. It doesn't only bring the students together, but it creates a relationship between student and teacher. It shows teamwork, and that's necessary for the workplace.

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The most exciting part of a good book is the ending of course. The end is where everything ties together and creates the climax.I think that writing a book about teaching is great for students to do because it teaches them that they can teach themselves. You need to figure things out for yourself sometimes when there is no one there to take the time to teach you.

I think that teachers are starting to use technology to read more now, because they want to close the generation gap and to be able to relate to their students better. I like to read out of an e-book because it's easy and you don't ever have to worry about forgetting your book because it will always be with you.

Zach Lawrence, Alburnett IA

I think writing a book in class would be a great idea. It would teach students good writing skills and it would teach students how to finish something they started. Lots of students hate writing so making them write a book might help encourage them to write.

Having more digital tools in school would be a great idea. Technology is being used more and more everyday so it is necessary that students learn how to use it. Digital tools could also help speed up the learning process.

Students and teachers writing a book seems like it would be a good idea. There is an age gap between students and teachers so having them work together might make them bond. It would also be great in that the teachers and students will both learn new things about writing that they may have not previously known.

A book about teaching others would be very creative and smart. It would help people learn things about teaching that they may have never heard before. I think it depends on the teacher. Older teachers may be less likely because they are not as willing to learn about social media. A lot of teachers would be very willing because they want to close the social gap between themselves and their students.
I prefer to read e-books because I like using technology. E-books have many features that books do not offer. For example, if you use an e-book and you there is a word you do not understand, you can click on the word and it will give you a definition of the word.

Grace Brescia:

I think that the idea of creating a book in English class is a great way for students to showcase and funnel out their ideas. Last term, I created a "book" filled of vignettes about my life stories. When I was putting the document all together, I was able to look back and read all of the stories and memories of my life, which was pretty sentimental.

For me, since Beaver is a computer school, being able to have practically all my documents, textbook pages, notes, and sometimes even worksheets in class on my computer makes for a much more organized high school. Having a computer also allows me access to a plethora of different websites, interviews, articles, and statistics pages that becomes extremely beneficial when writing History papers among many other assignments. Overall, the social media sites like

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Facebook and Twitter are always at our disposal, but having a computer for every class has tremendously helped and enhanced my learning.

I think that the collaboration between students and teachers allows readers to have perspective from both ends of the spectrum. For me, the student side of the story would be more relatable seeing as I am a student; however, reading a teacher's perspective on social media and education would also be valuable.

I think that idea of writing a book about teaching can be creative if there is certain spin put on it. Just from spending many hours in bookstores looking for textbooks for school, I've seen the endless isles of education books that are already offered. However, the idea of integrating social media, a fairly new and upcoming topic, into teaching is something that I feel is smart.
I think that other teachers would read a book on tips and techniques for using social media and technology more in the classroom.
I would prefer a paperback.

Interviews

Two students at our school

Heidi

What do you think of the fact that our class is writing a book together in English class? I think it is very cool and interesting. I have never heard about anything like that before. What is the book about? The book is about how you can learn by using social tools. We are making the book to help teachers to know about different digital tools which can be used in the classroom.

What do you think about our idea? As I said, I think it is really cool! I know that answer sounds stupid, but it's really what I mean. It's great that you can teach other people something and at the same time, learn something yourself.
Would you do the same in your English class if you got the chance? I mean, instead of doing something regular? Regular English projects can be very boring after a while. But if your teacher asked: "Can those who want to make a book in English class raise your hand?" would you do it? Yes, I believe so. How long time does it take to write a book? It really depends on many different factors. It's all up to us students individually, if we do our best and are responsible for own learning.
If your class was writing this book, do you think you would learn something? Yes. I absolutely do. I would probably learn a lot of technical language and get a better word vocabulary. However, I don't think I would improve my oral English that much. I would not get the oral practice I usually get when I have normal presentations in class.
Do you think our project will be successful? Your project seems quit reliable. You guys are a part of a young generation, so I would guess that the language is easy to understand. Young people also adjust easy and fast.

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Do you think the book can help teachers? Yes, that's for sure. The book will definitely help teachers, I speak based on own experiences. I know someone who probably should read your book ;)

Do you think teachers will read the book when they see that it is written by teenagers and students? No, I doubt that very much. Many older people think they know everything. The truth is that many old people don't know anything about computers at all. Young people have much more experiences and knowledge about computers and technical stuff.

Do you think teachers would buy books written by experts, instead of a book written by students? Yes, most likely. So this book would probably be for people who are not that serious. For people who want short and easy techniques. In that case, I think it will fit perfectly.

Our idea is quit new. People write new books all the time. The thing is that the theme in these books probably has been written about before. What we do in our project has never been done before. It is something totally new. What do you think about learning using social tools, for example Skype? I think that is a very good idea. However, for some people, this can be very distracting. They may not be able to concentrate on their work, and perhaps they suddenly catch themselves chatting with their friends instead of doing what they were supposed to do. I believe this can be a problem.

<div style="background-color:#4db8d4; color:white; padding:4px;">Catrine</div>

Warsa, what do you think about our class writing a book? Is this a good idea?
Surely this is a good thing! It sounds very educational for students and people in general.

If your teacher were to ask you if you wanted to do this project, what would your answer be?
Personally, writing a book would be challenging for me, I wouldn't be able to cope with all that work. I would rather prefer to have a presentation.
Although, if you share great interest in this topic it sounds like fun!

Do you think this project is educational for the students? Does it require too much independence?
Yes, I think it is very educational and it seems to me that your class is very hard working and not slacking off.

Do you think teachers and students (studying to become teachers) will read a book written by high school students?
Perhaps not immediately. Their responses may not be extremely positive, but if it is well written then surely the must!

What is your opinion on the use of social media related to schoolwork (Facebook, Twitter, Its learning, blogging etc...)?
Most people already use Facebook during class. It could therefore be an exceedingly beneficial tool to use relating schoolwork, because most of us are already very familiar with it.

Chapter 9 – Advice from our PLN

Ewa

We have asked some people about our book. What they think and if it is a better way to learn English than the regular class. We have also interviewed people in our community and we are curious to see what they think about it. Here are 3 people we met on the street:

Silje Elisabeth Thunes - Age: 20 working as a hairstylist

What do you think about this project?
Well, it's seems like an interesting project and I'm looking forward to the result.

Do you think this is a better way to learn and improve our English skills than regular tasks?

It really depends on how much effort the teacher is investing in this project. When I was a student, there were always students who tried to go out of their way to find reasons not to do their work and that's why it is important that the teacher has control.

If you were a teacher, would you let your students have a project like this?

I'm not sure. If a teacher is looking for good results, he or she has to be interested in this project, and I would rather give my students regular tasks, but I'm am really not sure.

Does it seem like an interesting idea?

Definitely! I wish my teacher gave me projects like this when I went to school, instead of having boring ordinary classes.

Knut Omholt Jensen Age: 46 working as administrator at our school

What do you think about this project?

I think it is a really nice way of having English class at school. It is really important to have some books that are written by students and not only by teachers. Students are using computers almost every day at school and they know what they are doing.

If you were a teacher, would you let your students work on a project like this?

Probably yes. It is important to have variety at school, but I don't think I would have it in every subject since you have to watch out that students are still reaching their competency goals. However, English is a subject where it's possible, so why not?

Does it seem like an interesting idea?

Chapter 9 – Advice from our PLN

Yes, as I said, it is important that students also write books like this, not only adults. If you guys make a good effort it might end up with an really interesting result. Good Luck!

Per, working at grocery store.

What do you think about this project?

Interesting, but risky.

If you were a teacher, would you let your students have a project like this?

I am not sure. For me it would be necessary to use books and make sure that my pupils are doing what I ask them to do. You have to watch out, and be sure that everybody is doing something and not wasting their time at school.

Does it seem like an interesting idea?

Absolutely. Do your best and it will become a bestseller!

3 people I met in the USA

Marie S

Catharina Davis – 21 years

What do you think about this project?

I think it is a great idea. Nobody has done it before so it is really original and creative, especially since you are students.
I you were a teacher, would you let your students have a project like this?
Maybe. The first half year I would let them write the book, and the other half year I would let them do usually tasks from the learning book.
Does it seem like an interesting idea?

Yeah, it does because it is not like a normal class. You can chose by yourself and you have more possibilities to do what you want and write about topics you are interested in.

Scott Fuerte – 49 years

Chapter 9 – Advice from our PLN

What do you think about this project?

This seems like a very cool idea. If your class write a lot of good texts, it will be an amazing results and it will be nice to look back on when you get older. You also have to find all the information by yourself, so you learn much from that too.

I you were a teacher, would you let your students have a project like this?

Yeah, I would because like I said, you have to find all the information by yourself and you can't read the answer in the book. You cannot find the texts on the Internet and copy them because you will not find that kind of texts on the Internet.

Does it seem like an interesting idea?

Yes! I would love to do something like that.
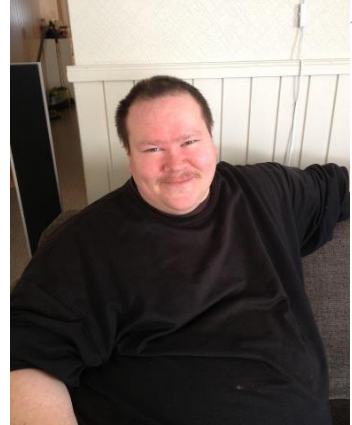
10. Last words and lesson plans

Teacher; final thoughts and observations

Ann Michaelsen

Twenty first century students need a deeper understanding of the core concepts in the disciplines than they receive now. In addition, students need to be able to design, evaluate, and manage their own work. Students need to be able to frame, investigate, and solve problems using a wide range of information resources and digital tools. (Bellanca, 2010, p. 34) Linda Darling Hammond in interview.

To me this book is as a metaphor of the changes needed in education and a description of how you can accomplish this with your students. It is a project anyone can copy and use in class. If you decide on writing a book to publish, or if you decide on another project, much of what we have done can easily be copied and used. Use some of the tools we describe in chapter 8 to get your students started. Set up the project with the guidelines described in "how to start a project like this". Discuss the changes described in chapter 2, 21st century skills with your students and make a note of who knows what. Find your experts in the different areas to help you with the project. Set up your classroom and use the guidelines in chapter 3. If you follow the easy steps of connecting in chapter 7, you will be able to learn from educators in every part of the world. Make a list of places you want to "visit" with your students. Look at chapter 9 and read the advice from our pln.

If you are adventurous and game, let your students loose with the games mentioned and recommended in chapter 5 and challenge your students with the facts and discussions in chapter 6 digital literacy. Discuss changing the way you and your students work with assessment, based on the information in chapter 7. It is the chapter where the students were challenged their thinking and conservative views of school and testing.

The world of learning and changing is not as easy and straightforward as many want us to believe. The most important part is to listen to the learners and help them realize what they need to know to be able to be lifelong learners. Writing this book has made me realize that not many teachers take the time to discuss this with their students." Building relationships with the students, engaging them in conversations about learning and what the learning process will look like and how to set goals", are the keys to motivate the students. Empowering the students to be teachers (here project leaders and editors), strengthening their leadership skills and increases their confidence. (DeLorenzo, 2009, s. 34).

This school year has changed the students and me as well. I am positively amazed by what they have accomplished when given the chance. This book would not have been possible without these brilliant students. A special thanks to the four project leaders and to the chapter editors. Everyone played a vital part in making this happen and I am amazed! To see how pages were

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added and questions were answered was trilling and exciting. I did not have to ask the students to finish their work. We talked about the deadline and everyone knew what had to be done. The amount of Twitter messages I received during the project is unbelievable, even when skiing during our spring break I would be answering questions! Although I initiated the project, I always felt like I was working with a team, being the team coordinator, not the teacher. I often had to ask the students for help, and I learned a lot during this process. This will definitely change the way I teach!

Students; final thoughts and observations

Ulrik

To me, this has been more than just a project. It has been a great experience, and it has really gotten my attention more than any other assignment I have ever had. Half a year ago, I would never have guessed, that I would be using Twitter as a way of communicating with the teacher, or that I would be writing a Blog for assessment. Even less, that we would be writing a whole book.

This book shows what is possible to achieve by working together. And it shows that learning can be done by, not only cooperating with your fellow students, but also the teacher. Connected Learners, will hopefully help teachers use more digital tools, and guide them towards a better school-day for both them and the students. My view of how the classroom should be has certainly changed during this project, and I hope this book will inspire more teachers to change the classroom, together with the students.

Haakon

I never thought that I would be writing a book together with my class. To see my fellow students and teacher work together in this project has been amazing. I have used a lot of time outside of school working on this; not only have I learned a lot, but also I have had a great time doing so. As Ulrik mentions above, I would never have thought that I would be using Twitter to connect with my teacher and friends.

This project has shown me that it's possible to change the way we work, and at the same time get as good or better results in terms of learning. Furthermore, the way we have been working for the past few months has been different, and I think that a bigger part of my class has really been working harder than they would have if we had kept the English class the same as the previous years. It has shown me it is possible to "think differently in learning" I hope that teachers all around the world will use Connected Learners as a tool on how to make the classes better and more engaging for the students.

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I must admit that I found it hard to believe the spontaneous idea that Ann introduced us to, was going to result in such a thick and well written book. Sometimes, ideas can sound a bit too good to be true, for instance that a group of teenagers could write a real book for teachers worldwide. Nevertheless, I experienced that sometimes, you might be wrong. It can actually be true although it sounds too good.

I am sure this project has given every one of us a wide range of experiences. Not only have we learned how to write fuller articles on areas that were of interest to us. We have also gained a much wider vocabulary and knowledge in many different areas. We have taken part in meetings and conversations with a lot of different people in different lines of businesses. Besides, we have learned how to work independently and at the same time stay focused and motivated through the entire process. That can actually be really hard.

Personally, I like to share my opinions, and I find it great that this book contains a lot of student reflections, because every one of us has something to share. Students are the main characters in school, and I am totally convinced that it might be extremely useful for teachers to listen to student voices. I find it a great advantage to have the possibility to reach out to people in other countries by contributing in this book, and it has nevertheless worked as a serious motivation and pressure to make a really good effort.

Nothing is better than feeling a sense of achievement and being satisfied by something you have created, and I know everyone in the class is. We made it in time, we did our best, and most importantly, we reached our goal. At least we reached the goal about making a book, and hopefully we will reach the goal about teaching, inspiring and motivating our readers. If we manage that, we have reached both our goals. It is a nice thought to know that this book will be something we can show our future children and perhaps grandchildren many years from now.

This year we have stepped out of our comfort zones. We have completely left out the textbooks, and instead found our own topics and sources to work on. Everyone has been able to write about something they are interested in, and we have been given the freedom to work in a way suitable to us.

This way of learning has been challenging, but in a good way. With baby steps, we began to explore tools we didn't know how to use. We found our favorites and wanted to share them with you in this book. Even though our class has many different students, this project has brought us all together and I believe the finished product is something everyone can be proud of.

As one of the project leaders, I have seen how my fellow students are able to collaborate despite writing different articles

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From my point of view, this has been a great experience. Everyone has been really helpful, and it has been such a fun journey to be a part of. As a student, living in the 21st century, finding new ways to learn is difficult, but we have tried - and I think we have succeeded.

Hope you will enjoy the book as much as I am proud of being a part of it.

Chapter 10 - Last words and lesson plans

Lesson plans

Ann Michaelsen

Teaching reading in class

In Norway during the first year of high school, we have two competency goals concerning literature

1. Discuss and elaborate on English texts from a selection of different genres, poems, short stories, novels, films and theater plays from different epochs and parts of the world
2. Discuss literature by and about indigenous peoples in the English-speaking world

Looking closely at these goals it seems to me that it should be voluntary for students if they want to read a novel in class, and if they do they would be smart to choose one by and about indigenous people.

I'm giving my students a choice here and among the suggested literature discussed at our last network meeting I have listed these books.

1. Miss Peregrine's Home for Peculiar Children, Ransom Riggs
2. The book Thief, Markus Zusak
3. Ender's Game, Orson Scott
4. Twice Toward Justice, Claudette Colvin
5. The Hunger Games, Suzanne Collins
6. Life of Pi, Yann Martel
7. White Tiger, Aravind Adiga

Lesson plan
1. Click on the links above and read the book descriptions, check out related media and read at least 2 of the customer reviews. Based on your research choose one of the books and write a short post on your blog explaining your choice and your expectations for chosen book
2. See if the writer has a Twitter account and send a short message to the author with a link to your blog post!

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Teaching Hamlet

Pre-study activities:
1. Introduce the play to the class using this lesson plan. Do the pre – reading stage. Read Hamlet's soliloquy, you find the full text of the play here. If you need you will find a simpler version here. Hamlet
2. Do worksheet A and B and discuss with class – talk about what you find in this Simpsons' interpretation of Hamlet what is similar and what is different from the original ! A new look at Hamlet. You can also have a look at the Cartoon Hamlet it is an easy way to talk about the play!

After reading play – (you might only read one act)
1. Here is a quiz for the class to work on. Lots of questions! hamlet-quiz
2. Look at this google map. Where is this? Who lived here?
3. Watch this summary of the play from BBC and answer some questions while watching.
4. Do the plot test here. And for more video, tests and revisions look here.
5. Study the picture (Image here) Ophelia by Sir John Everet Millais
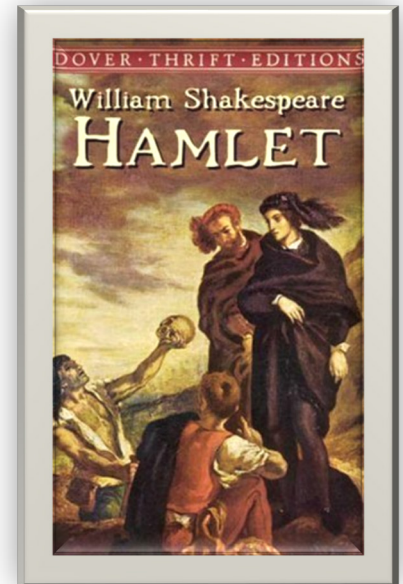
Watch this revision by SparkNotes to remember main facts

Extra activities and places to visit if time:

1. Interact with the characters and read their tweets.
2. Kenneth Brannagh about the play and his movie.
3. Hamlet meets his father.
4. Mel Gibson Hamlet act3, scene 1.
5. Appetizer; imagine being hamlet.
6. Look at these clips "Ophelia's madness", Ophelia drowning, Ophelia's sad destiny
7. Look at video from youtube. Hamlet Act3, Scene1 Soliloquy.
8. Gravedigger set.

BBC Shakespeare animated tales:

1. Hamlet part 1
2. Hamlet part 2
3. Hamlet part 3

Essay:

Write an essay about Hamlet and post in on your. Use one or all of these themes an use it as a headline: **Revenge, madness, love, relationships.**

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Teaching "Two kinds" by Amy Tan

Two Kinds" is a story in Amy Tan's immensely successful first book, *The Joy Luck Club*. Tan intended the book to be read as a loose collection of interrelated stories, but it is often referred to as a novel. Several of the stories appeared in periodicals separately, many of them in *Atlantic Monthly*, which purchased the serial rights to the book prior to its publication. "Two Kinds" was initially published in the *Atlantic* in February 1989, one month before the book was released. Like all the stories in the book, "Two Kinds" is concerned with the complex relationships between mothers and daughters. In particular, Tan's subject is the distance between mothers who were born in China before the communist revolution and thus have been cut off from their native culture for decades, and their American-born daughters who must negotiate the twin burdens of their Chinese ancestry and American expectations for success.
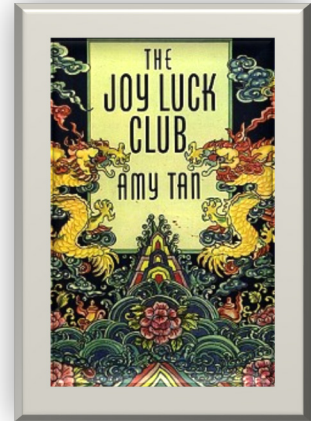
Source:eNotes

"My mother believed you could be anything you wanted to be in America. You could open a restaurant. You could work for the government and get good retirement. You could buy a house with almost no money down. You could become rich. You could become instantly famous. "Of course, you can be a prodigy, too," my mother told me when I was nine. "You can be best anything." This is an extract from the short story "Two kinds" written by Amy Tan. Born in the US to immigrant parents from China, Amy Tan failed her mother's expectations that she become a doctor and concert pianist. She settled on writing fiction. (from Amy Tan's homepage)

Lesson plan:
1. Read the rest of the short story.
2. Graphic organizer. To use in class.
3. Answer these questions
4. How to analyze a short story - read and discuss
5. Look at this clip. Amy Tan reads from saving fish from drowning
6. Listen to podcast from the novel saving fish from drowning.
7. Visit Amy Tan's own blog

Blog tasks:

Write about the short story on your blog. Try to answer at least 2 of the questions below
1. Do you think parents should have a say in their children's future plans? How much should children be allowed to decide for themselves?
2. Discuss this statement: "It is more difficult for immigrant children to find their identity than other children."
3. Is it desirable to grow up without conflicts or are conflicts a necessary part of growing up? Finally, when do conflicts become destructive?

Source: NDLA

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Teaching in an 1:1 environment

1. Before starting work each student gets sticky notes and starts writing the day's goals. One on each note. Examples of goals found below.
2. Teacher sits in the back of the classroom (to be able to see the computer screens). Preferably, walk around and talk with students as much as possible. It is easier for the students to ask for help if the teacher asks questions about the project.
3. Students give teacher sticky notes as they progress in their work. See who has the most notes at the teacher's desk at the end of the workday.
4. Put notes in stacks and pair students with a new partner. Each student reads the other's notes and checks that all the goals are met. On a new note, they write down the grade for the day's work and advice on how to progress. Write down what went well, and what could have been done differently. Could you do more? End the note with at least one encouraging sentence about the project!

Example of goals for students:

- Create an outline of my project
- Write my introduction
- Find (number) pictures about…
- Finish (number) slides for my Power Point/Keynote
- Find at least three database articles on theme use these search engines…
- Draft at least three paragraphs
- Peer-coach your shoulder partner and give edit advice and encouragement
- Other goals for the day
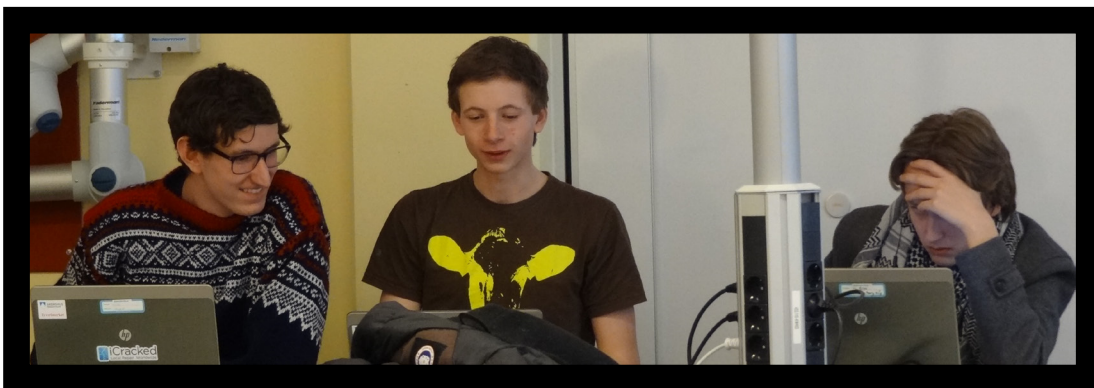
Chapter 10 - Last words and lesson plans

One day workshop for teachers on how to use social media in class

Objectives:

After attending this workshop teachers should be able to use resources found online when planning lessons with students. They should know how to introduce blogging and Twitter in class, and how to make a blog and twitter account. Participants will explore alternative ways for students to present in class and see how OneNote on Skydrive can be used as a way to save web pages, essays, projects, grammar and instructions for use during tests, project work and exams. Participants will spend time finding educators and students to connect with on Skype. Before the end we will look at how to tie curriculum goals to rubrics and talk about how to make sure the students are working with content at all times! The key point is avoiding the danger of distraction.

Pre study activities:
1. **Blogging** in class, why, answers to some questions you might have
2. **Twitter** with students. Twitter as part of your PD, Using visible tweets with students, and as a learning tool. Example of use of Twitter: Grey's anatomy my OR!
3. **Speaker Radio**, how to introduce this in class, on air in 60 seconds.
4. **One Note**, what is it, how do we use it and what is **Skydrive**?
5. **Skype** in the classroom, how can I find teachers, projects and collections?
6. The world of infotention - how to stay focused on what is important. Keeping students engaged in a 1:1 project based classroom. Teachers need rules too!

Lesson plan:
1. Start off by setting up your own blog. Start with Blogger.com, Easy tutorial found here.
2. Create a Twitter account, find out how here. In workshop find 5 educators to follow.
3. Speaker radio – create a Live internet Radio Show Free. Talk about the workshop and what you would like to use in class!

4. One Note, getting started, sharing online and setting up skydrive (Norwegian part 1, part 2, part 3)
5. Skype in the classroom, try to contact educators on Skype education to connect with.
6. Brainstorming to make rules on how to stay focused when working in class, post here!

To use in class:

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1. Writing better blogposts, how to write a great blog comment.
2. Twitter in class. Some ways to improve your test scores! Twitter in the classroom, Twitter in education.
3. Speaker Radio – get going and make a show! Find info here. Magazine and radio, tasks here.
4. One Note used in a high school, how can the students make a notebook they share with class?
5. See here how teachers connect, how could you find students to connect with? Use a topic from class and make it an international project.

6. Use Wallwisher to brainstorm rules on how to use the computer in class

Assessment:
1. Rubric for blogging
2. Rubric for Twitter
3. Rubric for oral presentation, with storyboard.
4. Rubric for note taking
5. Rubric for collaborating
6. Rubric for staying on task, contributing knowledge, performed all duties and shard skills.

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