



*Make relevant choices in educational technology*

**Study guide MARCH<sup>ET</sup> module:**

## **Web 2.0 Educational applications**



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## Introduction

By using technology in your teaching, you can promote active participation by your students. Yet how do you make sure that you use all the possible didactical advantages? In the MARCH<sup>ET</sup> modules you will work on this issue. You will get to know the different technologies that you can embed into teaching your subjects and you will redesign your own educational setting or course. You will get support from the course moderator and colleague teachers.

Some facts:

- One module will take 12 weeks to complete.
- The total investment for one module will be around 25 hours.
- You can take part in one or more modules.
- In the module you will work specifically on your own educational setting.
- In the module you will work on competencies: designing and evaluating teaching.

This study guide provides you with information on the module Web 2.0 Educational applications. In this module you will learn how you can use Web 2.0 tools effectively in your teaching. In this study guide you will find general information on the module, e.g., learning objectives, an overview of the different parts of the module and corresponding assignments, time of investment and deadlines. The assignments are in the appendix.

This manual is also available in the virtual learning environment (VLE) of this module. The VLE we use is Ning. Once you have registered for the module, you will receive an invitation to the Ning site *MARCH<sup>ET</sup> module Web 2.0 Educational applications* where you can find all the information and meet your moderator and fellow participants.

## **Learning objectives**

Overall aim:

Participants can make a relevant choice for a Web 2.0 educational application within their own educational setting.

After completing the module, participants will be able to:

1. name literature and good practices of the Web 2.0 tools mentioned in the module;
2. explain which (practical) acts they have to perform for using a tool;
3. argue why the mentioned Web 2.0 tools are suitable for their own educational setting;
4. make a relevant and effective choice for at least one Web 2.0 tool;
5. redesign their course (or part of), taking into account the alignment between content, didactics and tools;
6. reflect and report on their own learning process;

Optional:

7. implement and evaluate the redesigned product.

## Content of the module

This module starts from the didactical point of view and ends in teaching practice. The use of technology affects teaching, and thus the educational design of a learning situation. The module starts with your own input of a didactical situation (the problem) which you share with your fellow participants. Next, you will make an informed choice based on a tool to improve the learning situation or to solve the didactical problem. After redesigning the educational situation/setting, you will implement the tool in your educational setting and you will evaluate the effect with the help of an impact assessment.

The module consists of 4 online meetings, 11 assignments and a conference (optional). The content focuses on orientation on Web 2.0 educational applications. This way you can make a well-founded choice for a tool and you will be able to redesign your teaching activities. After this, the first part of the module ends. The following activities are optional but strongly recommended. Because once you have redesigned your course or part of it, you will have to put your redesign product into practice and evaluate the result

By following the eight steps described below, you move along the module.

### **Step I Intake procedure**

To register, you fill in the registration form available via the link on [www.marchet.nl](http://www.marchet.nl). After registration, one of the moderators will contact you by phone to complete the procedure. This will be followed by an invitation to the VLE Ning.

### **Step II Test session video conferencing**

In this module you will meet your colleagues online in 4 video conferencing sessions. To make sure your equipment works, we will first have a test session. Once this operates smoothly, you are ready to start the module.

### **Step III Orientation on the subject and tools**

In this step you will learn more about Web 2.0 educational applications. You will study relevant literature on the subject and there is ample time to practice the tools. For this module we selected the tools in a Wiki assuming the educational setting.

Throughout the module you will also experience what it's like to actually work with some of these tools, which include discussion forum, weblogs and wikis as means to communicate with each other. For example, you will share knowledge with the other participants about Web 2.0 educational applications in a wiki, you will discuss your tool choice and your redesigned product in the discussion forum, and you will write a brief reflection on the module in a weblog. You will not only read about the tools, you will actually work with them. This is our way of practicing what we preach!

### **Step IV Making a relevant choice for a tool**

Once you have finished your orientation on the subject and the tools, it is time to select the most effective tool for your teaching needs. You will discuss your choice with the moderator and the other participants.

### **Step V Redesigning your educational setting**

During step 5 you will redesign your course or part of the educational setting. In redesigning, you will take into account the alignment between content, didactics and technology. You will receive feedback from participants and give feedback to other participants.

You will also work on an evaluation instrument so that you can measure the effect of your redesigned product once you have implemented it.

**Step VI Reflecting on the module**

In this step you will reflect on your experiences in this module. What was the situation format at the start, what is the situation now and what have you learned from it, what do you want to share with your colleagues and future participants?

After this step, the group process ends. Steps VII and VIII are optional and will take place during and after the period where you implement your redesigned product.

**Step VII Implementation and evaluation**

You will implement your redesigned product and evaluate the effects. This takes place during the period in which you teach your course.

**Step VIII Presentation of the results: MARCH<sup>ET</sup> conference**

We will invite you to the MARCH<sup>ET</sup> conference. During the conference you will share your experiences in the module and your results of the evaluation with other teachers by giving and attending presentations about this subject.

For the latest information, program and important dates please visit the Conference website <http://www.conference.marchet.nl>.



## Contact details of moderators

Moderators:

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## **Appendix 1: Assignments Module Web 2.0 Educational Applications**

### **Assignment 1 Introduction**

Prepare yourself for the first video conference. Please do this as follows:

- a. Read "Getting acquaintance with web 2.0 applications".
- b. Which applications are you already using, for private or educational purposes? Which application do you like best? Why? Comment on this during the videoconference.
- c. You will take this module together with other participants. Introduce another participant with the help of all information available about him/her on the internet. Make use of web 2.0 sources, such as Facebook, LinkedIn, Twitter, and Google. Prepare a PowerPoint presentation with all information you find and post it on the discussion board of this assignment. We will use the presentations during our first online meeting.
- d. Briefly describe the educational setting with which you want to work during this module. Post this description on the discussion forum of this assignment.

### **Assignment 2 Orientation on web 2.0**

Explore the web 2.0 applications. Read, study and experience possibilities for your own educational setting.

- a. Open the wiki: Web 2.0 Educational Applications. In this wiki, you can explore all the possibilities of web 2.0 from an educational point of view to (e.g. more interaction during lectures, improved student participation during a course, increased knowledge sharing). For each application you will find:
  - a description
  - educational applications
  - examples in education
  - pros and cons
- b. Add a new blog post (blogs to be found in top menu bar, please start your post title with the words "Group A - Assignment 2"). Post a report about your orientation. Write this report by making a distinction between information that is highly important to you and information that you might use as additional information later on.
- c. Read the blogs of the other participants. Give comments if applicable.

### **Assignment 3 Getting started with web 2.0 tools**

Before applying a web 2.0 tool in your course, you will learn how this works. You can practice safely and build some experience here. Try to investigate in your own institution whether certain tools are already in use so that you can blend in.

- a. Select four tools which you want to try out.
- b. Watch the screencasts of each tool selected and get started. For instance, if you choose Twitter, open a Twitter account and find out how this works. You will find helpful links here.

- c. See who else amongst the participants is using the same tool. Share your experience with these participants at least for two different tools. This can be done through inviting or meeting each other. For example the sharing of bookmarks, invitations via [LinkedIn](#), blogging together. Compare the different tools with each other.
- d. Add a new blog post ([blogs](#) to be found in top menu bar, please start your post title with the words "Group A - Assignment 3") and give your reflection.
- e. Read the other participants' blogs. Give comments if applicable.

#### **Assignment 4      Tool choice**

Make a definitive choice for one of the web 2.0 tools which you will introduce in your own course. Reflect on your decision process and motivate your decision.

- a. Which tool did you choose?
- b. Argue from your personal educational setting why you have chosen this tool.
- c. Add a new blog post ([blogs](#) to be found in top menu bar, please start your post title with the words "Group A - Assignment 4") and post your reflection.
- d. Discuss your results on the [videoconference](#).

#### **Assignment 5      Redesigning the educational setting**

Redesign parts of your educational setting by using the selected tool effectively.

- a. Evaluate all aspects of your educational setting and decide which adjustments need to be taken. Have in mind the aim of the course (information on how [learning objectives](#) are formulated), students' prior knowledge, students' preparation, assignments, activities during the lessons etc. To redesign your educational setting, please use the [format redesign](#).
- b. Be aware of the course material needed, such as a study guide, student assignments, texts, assessment forms etc.
- c. Post your redesign and the materials developed as attachment on the discussion forum of this assignment. Briefly list what your design is about (content, target group, tool used).

#### **Assignment 6      Giving feedback on the redesign**

Give feedback on the redesigned products of two fellow participants by covering the following points:

- Does the participant achieve the desired educational results by applying the tool selected? If yes, in which way?
- Do you think it will work as expected? Do you have comments on the feasibility?
- What is, according to you, the most positive aspect of this redesign?
- Which suggestions do you have to improve the redesign?
- Comment on the redesign of two participants on the discussion forum.

## **Assignment 7      Final redesign of the educational setting**

Take good notice of the feedback you receive.

- a. Adjust your redesign and the accompanied course materials based on the feedback you received.
- b. Submit your final redesign and course materials which you are planning to use in your teaching practice as attachment on the discussion forum of this assignment.
- c. Discuss your results on the videoconference.

## **Assignment 8      Preparing the evaluation**

After implementation of your redesign you will have to evaluate your students' experience. Furthermore, you wish to evaluate whether your personal expectations are met.

- a. Develop a questionnaire for your students by using this format. Please add specific questions that are relevant for your educational setting.
- b. For yourself, formulate the expectations you have at the start of the implementation. Use these guidelines.
- c. Post the students' questionnaire and your own expectations as attachment on the discussion forum of this assignment.

## **Assignment 9      Reflection of the module**

Reflect upon your own experience in this module. Describe your personal learning process so far.

- a. Look back at the action taken, the choices made, the reasons behind and the effects on you as a teacher.
- b. Describe how you can use the knowledge and skills you have developed in the future.
- c. Add a new blog post (blogs to be found in top menu bar, please start your post title with the words "Group A - Assignment 9") and post your reflection.
- d. We will discuss in the videoconference your reflections and hopefully this will result in tips and tricks which will benefit the next group.

## **Assignment 10      Implementation of the redesign and tools**

Implement your redesign.

- a. After completion of your redesigned course, please ask your students to fill in the evaluation questionnaire, which you developed in assignment 8.
- b. Check whether your expectations, as expressed in assignment 8, are met.

## **Assignment 11      Evaluation of the implementation**

Evaluate the success of your redesign by describing:

- a. The original educational setting (as described in assignment 1);
- b. The expectations with regards to the tool (as described in assignment 4);
- c. The expected results of the redesign (as described in assignment 7);
- d. The effect of the implementation of the redesign using the experiences of your students (assignment 10);
- e. Your personal experience (assignment 10) and possibly the assessment results.
- f. Post your experience on the discussion forum of this assignment.

You are very welcome to apply for the MARCHET conference and give a presentation about your teaching experience. At the conference lecturers exchange good teaching practices in relevant use of ICT in higher education and discuss these with the e-learning experts.

## Appendix 2

### Test session videoconferencing

#### Goal

In this session we test whether the equipment you need for a videoconferencing meeting works. You will also receive instructions on how you can share documents with your fellow participants and we will discuss a protocol for successful VC-meetings.

#### Time

The test session takes place March 31, 2011. Your moderator will be online from 10.00 until 11.30 am. You can log in at any time, but make sure to do so before 11.00 am. Once you are logged in, you will receive further instructions.

#### Preparation

Please read the protocol for successful VC-meetings. You can find the protocol in this document, after the technical instructions.

For the session you need a webcam and a headset.

#### Instructions on logging in

You are invited to <https://www.surfgroepen.nl/sites/Module 2 Web 2.0>. Here you make an account so you have access to the videoconference room in Adobe connect.

#### Entering the meeting

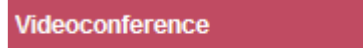
Log in at [www.marchet.ning.com](http://www.marchet.ning.com).

Click on the videoconference link on the right side of your screen.

*(be sure to have your popup-blocker disabled for this site)*

You will now be asked to log in again.

*Note: When using Adobe Connect for the first time on a PC, you will be asked to install an Adobe Acrobat Connect plug-in. Please, install the plug-in so to make sharing possible.*



Videoconference

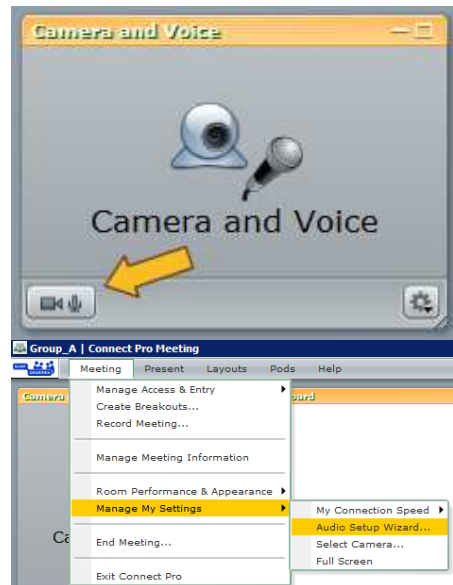
Via [this link](#) you can access the videoconferencing room using your SURFgroepen account.

### **Activating camera and sound**

The webcam and the microphone are inactive (default) and must still be activated.

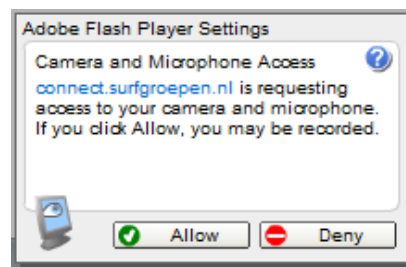
To activate your camera and microphone, click the Start my camera and voice-button in the Camera and Voice window.

*Note: Before activating the camera and microphone it is important to configure the settings for optimal image and sound during the session.*



To configure the settings, click Menu *Meeting*, *Manage My Setting* and choose *Audio Setup Wizard* and/or *Select Camera* and carry out the on-screen instructions.

A notice now appears that surfgroepen.nl is requesting access to your camera and microphone. Click to *Allow*.



The camera will now be activated.

To avoid having to repeat these actions, the settings can be saved.

To save the settings, right mouse click anywhere in the VC-room and click *Settings*.

Choose *Remember* to save the settings to the computer you are working on.

The microphone can be operated by pressing:

- Hands-free button (lock)
- Hold to Talk button (mic)



When the microphone is active a green bar underneath the buttons indicates the sound level. Also, behind the name in the *Attendee List* window a microphone will now be visible.

### **Sharing files and applications**

More information on sharing files and applications can be found in the Quick Start Adobe Connect. During the test session the moderator will instruct you further on this subject.

## Appendix 3

### Protocol videoconferencing (vc)

To make sure that a VC-meeting is conducted in the most effective way, we have developed the following protocol.

#### Protocol

- Everyone is on time in the online meeting space. This means that you will have to check beforehand whether your camera and audio works.
  - Check the sound of your computer. If necessary, go through the audio set up wizard again (upper bar: meeting, manage my settings, audio set up wizard)
  - Check your camera.
  - Check the role you have. Only the moderator is host, the other participants are presenters (upper bar: present, make me a presenter).
- The moderator prepares the meeting. This means that the moderator:
  - determines the lay-out of the VC
  - presents the agenda
  - uploads presentations (see 'sharing information')
- One of the presenters will be appointed as minutes writer. This person writes down the most important conclusions in the notes-field.
- At the start of the meeting the moderator will check the following things:
  - Check whether every participant can hear the other participants clearly. The participants might have to adapt the volume on their computer.
  - Does the moderator have all the information that has to be shared and is this information uploaded?
  - Appoint a minutes writer.
  - Check whether the meeting needs to be recorded (the moderator records).
- To make sure the conversation runs smoothly we make the following agreements:
  - When a person speaks, the others turn off their microphones.
  - If you want to speak you can click the 'raise your hand' button. The moderator will make sure you get your turn.
  - In discussions it might be useful sometimes not to use the raise your hand button. The alternative is to turn on your mic. The others will see that you want to speak by the volume icon behind your name.
  - In the beginning of the meeting we will discuss whether we will use the raise your hand button or not.
- The moderator is the only one who can modify the lay out or the content of the page during the meeting.



## **Sharing information**

- Before meetings the moderator will upload the presentations of the participants.

In case you want to videoconference with other participants, you can upload files in the following way:

- PowerPoint files can be uploaded and shared directly.
- Word, Excel, webpages etc. have to be converted in Macromedia Adobe Flashpaper. You can download this for free at:  
<https://connect.surfgroepen.nl/admin/home/homepage/FlashPaper.exe>
- During the meetings you can share other programs/applications with 'Share Screen'. This way you share your computer screen with the other participants.