Web 2.0 and Open Source: Beyond the Ordinar-E Learning!

Lorna Gagneux, Prince George's Community College
Ken Scott, H. Councill Trenholm State Technical College

Audience Poll

- Does your institution have an acceptable use policy for web 2.0 technologies?

- Does your institution encourage the use of web 2.0 technologies?

- Does your institution "frown" on open source applications or support their infusion into outcomes?

- How many Moodlers and BlackBoarders are present? Other CMS/LMS systems? Types…

Development Strategy: Web 2.0

- Break down the "technology" resistance barrier through use of the platform

- Peer to peer discussion for distribution of information

- Eliminates the "sole contributor" harness

- Provides a test bed environment for faculty to experiment before they use them in a live course or as a course activity

Development Strategy: Web 2.0

- **Convenient way to provide and distribute support when human resources are limited**

- **Anytime, anywhere access**

- **FREE – or nearly!**
    - What to do once your faculty are hooked and it goes paid
    - When and why to use a free resource
    - Contingency and backup plans for using free resources

Resources Used and Why?

- Data over 7 years showed web page development the top assistance issue
  - Faculty requirement to update their web pages once or twice a semester
  - Difficult to learn any technology with such intermittent usage
  - Web editors often forced a need to understand html code
- Wikis were the obvious choice
  - Introduce faculty to web page development made easy
  - More than one person could contribute to website
    - Easy to spread the work around
    - Many to one is a great way to impart knowledge
    - Sharable resources
  - Collaboration capability
    - Provides support from a variety of individuals
    - Interaction amongst faculty on classroom use and activities

Resources Used and Why?

- Why Wikispaces?
  - User friendly learning curve
  - New users with no previous website exposure were soon participating in discussions and editing pages
  - Not too many bells and whistles
  - Easy to insert images and media
- Lesson plan concept would expose users to other wiki platforms
- Lesson plans based on simple intuitive technologies
  - Strategy of no more than 30 minutes to review lesson plan
  - Within hours users should be producing

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The Web 2.0 Training Wiki

- Prince George's Community College
Web 2.0 for Educators   **http://pgcctrc.wikispaces.com**

Lesson Learned

- Acceptable Use Policy
  - An imperative for faculty by-in and use
    - Engage faculty in development of policy
  - Important for limiting liability for all concerned

- Professional Development implications
  - College staffers wanted to use and learn about these resources
  - Faculty use beyond the classroom
    - Web conferencing
    - Presentation

Lesson Learned

- ## Pedagogical Uses
  - Correlating web 2.0 resources to class activities
  - Departmental role playing
    - Account creation by Department
      - Experimented with activities where some faculty played the instructors and others played role of the students (Art Department experimented this way with VoiceThread)
    - This allowed faculty to work on projects as an instructional team and work with activity from the student perspectives
      - Faculty collectively agreed on what instructions students would need

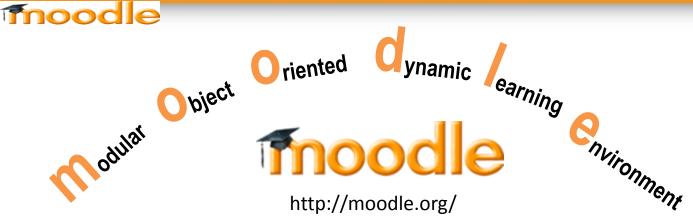PRINCE GEORGE'S COMMUNITY COLLEGE

Lesson Learned

- Strategy to draft innovators to encourage others
  - Peer to peer demonstration and discussions of varying uses of the technologies
- Experimentation is encouraged in a sandbox platform
- Innovation comes from experimentation

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wikispaces
moodle
Google Docs
You Tube
del.icio.us

moodle

Modular **O**bject **O**riented **d**ynamic **l**earning **e**nvironment

moodle

http://moodle.org/

Welcome to the Moodle community!
- Course Management System (CMS)
- Learning Management System (LMS)
- Virtual Learning Environment (VLE)
- Free web application
- Educators can create effective online learning resources
- Moodle.org

"Free" ≠ Free

Arby's

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Validity

OPEN SOURCE INITIATIVE!

open source
initiative

- distributed peer design, review, open access
- quality, reliability, flexibility, **reduced cost**
- collaborative system of development
- standards body for educational effectiveness
- commitment to **learnovation** (learn by innovation)
- build trust among various constituencies
- used by educators, corporations, government

Open source is a development method for software that harnesses the power of distributed peer review and transparency of process. The <u>promise of open source is better quality, higher reliability, more flexibility, lower cost</u>, and an end to predatory vendor lock-in. The Open Source Initiative (OSI) is a non-profit corporation formed to educate about and advocate for the benefits of open source and to build bridges among different constituencies in the open-source community. One of our most important activities is as a <u>standards body</u>, maintaining the Open Source Definition for the good of the community. The Open Source Initiative Approved License trademark and program creates a nexus of trust around which developers, users, corporations and governments can organize open-source cooperation. (http://www.opensource.org/)

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Validity

PLATFORM INTEROPERABILITY & STANDARDS!

ADL
CERTIFIED
SCORM 1.2

- Sharable Content Object Reference Model **(SCORM)**
- related tech standards, specs, guidelines
- accessible, interoperable, durable
- reusable content and systems
- commitment to **learnovation** (learn by innovation)
- SCORM compliant LMS
- **used by educators, corporations, government**

The Sharable Content Object Reference Model (SCORM) integrates a <u>set of related technical standards</u>, specifications, and guidelines designed to meet SCORM's high-level requirements—<u>accessible, interoperable, durable, and reusable content and systems</u>. SCORM content can be delivered to your learners via any SCORM-compliant Learning Management System (LMS) using the same version of SCORM. Collection and harmonization of specifications and standards that defines the interrelationship of content objects, data models and protocols such that objects are sharable across systems that conform to the same model.
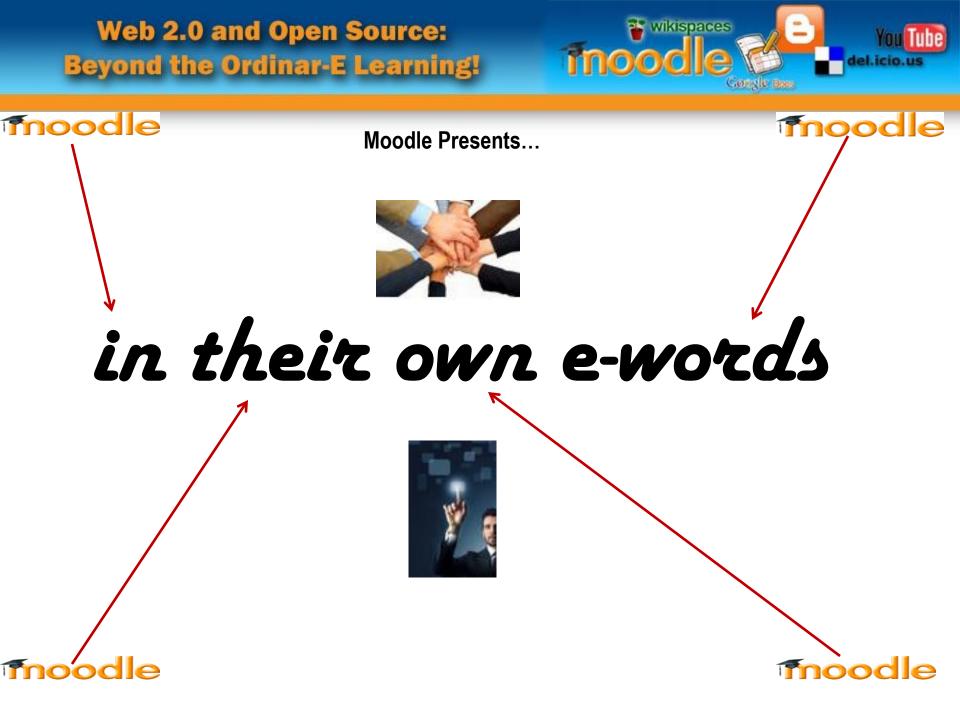 (http://www.adlnet.gov/Technologies/scorm/default.aspx)

Validity

INTENTIONAL—NOT ACCIDENTAL--INNOVATION!

- **purposeful innovation**, derives:
- improved access
- improved **affordability**
- improved quality of education
- improved **learnovation** (innovation-begets-innovation)
- improved leverage
- strategic application of e-technologies

If you are looking for the future of education and purposeful innovation to improve access, affordability, and quality of education - you have come to the right place. Online courses, learning management systems, interactive classrooms, eBooks, problem-based learning applications, classroom capture, ePortfolios, eAssessment, analytics. How do we leverage the combination of these new technologies to transform education? IMS GLC is a non-profit collaboration among the world's leading educational technology suppliers, content providers, educational institutions, school districts, and government organizations dedicated to improving education and learning through the strategic application of technology. (http://www.imsglobal.org/)

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Moodle Presents…

in their own e-words

moodle

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Then and Now…

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Moodle as the platform of choice for training, certification, and e-learning.

Moodle *café*

► **IT's Platform of choice**

► **Fiscal considerations**

► **To the chagrin of faculty**

► **'In Your Face' noting educational LMS's in use**

► **Initially not well-received or technologically innovative**

► **Used for in-class/f2f (supplemental), online, and blended courses**

► *Leadership Trenholm*, *training/certification for online/blended faculty,* **courses, etc.**

► **Resources required, training, faculty buy-in/acceptance…**

L-E-S-S-O-N-S L-E-A-R-N-E-D

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Hindsight and Foresight…

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L-E-S-S-O-N-S L-E-A-R-N-E-D

► **Money saved using Moodle is available for other needs**

► **Moodle meets the needs of faculty & students**

► **Experimentation is the key to learning ANY CMS/LMS**

► **Learnovation is a matter of effort, not wishful thinking**

► **Mentor other faculty to learn/apply Moodle**

► **Mentor students to understand Moodle as a resource**

► **Mentor administrative decisions to promote Moodle**

►

Mentoring – to be INTER-**ACTIVE**-LY involved with the mentee (all of us at some time)

A few more words…

Implications and Recommendations…

► **Open Source is NOT the enemy**

► **Mesh Open Source with Fee Services and Applications**

► **Allow faculty to champion new technologies and then SUPPORT their actions**

► **Nothing ventured, nothing gained (old axiom, but absolute)**

► **Train-the-trainer via any tools that reach the goals of the institution**

► **Seek out student skill-sets; they've been experimenting for a long time**

► **Web 2.0 ≠ buzz-word: the content-tools are ideal professional development resources**

► **STEM the tide of status quo so that success breeds significance**

Status quo = little progress; success = reach the goals; significance = made a difference

Course Demo: "Certify Online"

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Moodle, Part One.

Moodle is the platform from which faculty learn the CMS/LMS to certify their preparation for instructional activities using Moodle.

Moodle, Part Deux.

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Course Demo: Case Study in CIS

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DPT291: Learning Community I

Covers:
Chapter 1 Introduction to Projects and Project Management
Chapter 2: Project Selection
Other Materials as Identified
Helpful Suggestion: Work the materials in a top-down process. All materials are self-explanatory once those items are accessed and reviewed.
Learning Community Notes:
1. LCA - Learning Community Activity (Read & Complete);
2. LCR - Learning Community Reading.
3. ICA - InClass Activity/Activities (LAB, Experimentation, Group Dynamics, etc.)

- (LCR) What is the Learning Community Concept?
  - (LCR) Read Ch 1, Overview/Learning Outcomes
    - (LCR) Chapter 1 Power Point Set
    - (LCA) Chapter 1 Quiz 1
  - (LCR) Read Ch 2, Overview/Learning Outcomes
    - (LCR) Chapter 2 Power Point Set
    - (LCA) Chapter 2 Quiz 2
  - (LCR). General Proposal Guidelines
  - (LCR). Case Study Project Guide: IMPORTANT
  - (LCR). Sample Project Paper for Review
  - (LCR) Getting Articles from the Library
    - (LCR) Article for Worksheet 1
    - (LCA) Worksheet 1.
  - (LCR). Project PowerPoint Creation Guide
  - (LCA) Status Report 1
    - (LCR) How To Set Dot Leaders
  - (LCR) TakeHome Midterm (THM) Instructions
    - (LCA) THM Multiple Choice Section
    - (LCA) THM Essay
  - (LCA) Lab 1
+++
- (LC1-ICA): TBD
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The use of learning community principles is used exclusively, whether f2f, blended, or online.

"Q & A"

Lorna Gagneux, Prince George's Community College

Phone: 301.583.5214 or lgagneux@pgcc.edu

Ken Scott, H. Councill Trenholm State Technical College

Phone: 334.420.4392 or kscott@trenholmstate.edu