

Title of Session: Online Teaching and Learning

Moderator: Roger Goodson

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BJB2: Hi, David. Looks like Roger is having power problems because of the heat wave

DavidW: How hot has it been?

BJB2: and if you're the only other participant, we'll let George off the hook for this discussion and just reschedule for October

RogerMG joined the room.

BJB2: dunno how hot...well, there he is!

DavidW . o O (Speak of the Devil)

GeorgeK: hi Roger, wheeeew

DavidW smiles

JeffC joined the room.

BJB2 waves hi to Jeff

RogerMG: OK Hi George, BJ, David Jeff

JeffC waves

GeorgeK: hi Roger

JeffC has decided to become resistant to Online Learning.

DavidW notices that Jeff just got his booster injection

BJB2: that is the next hour, Jeff ;-)

JeffC joins the vast majority of admins, politicians, journalists and beauty queens across the country.

DavidW: They have one that protects you against Measles, Mumps AND Online Learning, now

RogerMG: I told BJ last eve that I may have to go offline, or be kicked offline. We're having a heatwave here and there is a chance we may lose power.

JeffC: that's ok... I plan on sabotaging this meeting with my maudlin behavior and atavistic paranoid opinions and mandates.

DavidW wonders how hot it is

JeffC will be happy to kick Roger offline if he likes.

DavidW . o O (oooh - atavistic!)

GeorgeK: Right time for wet wading.

JeffC goes afk before he boots roger.

RogerMG: It's down to 100 now. Was up to 108 about an hour ago.

DavidW: Geez! That's impressive

DavidW: I remember days in the high 90s in the Walnut Creek area

RogerMG: I was over in Vegas in July and it was 120.

RogerMG: It's also a spare the air day.

GeorgeK: there is the tie in to online learning

RogerMG: In any case. I just put up a new link about the future . . .take a look in Featured Links: MIT Media Lab Research Project . . .future.

RogerMG: Click on the one by Seymour Papert.

JeffC: Papert= the way things should be; NCLB= the way things are; the future= ?

DavidW smiles

JeffC goes afk again and plans his next virtual monkey wrench.

RogerMG: We'll get into NCLB in the 5:00 to 6:00 PM spot.

RogerMG: I'd like to continue to focus on the future here.

RogerMG: Generally, to get any sort of innovation into schools in the 1960s, those innovations had to have been developed roughly 20 to 30 years before.

GeorgeK: So, Roger, in the best of all possible worlds, what would that future look like? How do we get past the 20 yrs?

RogerMG: They were available . . .it was just that the schools would not adopt them.

DavidW: so they had been floating in the educational atmosphere long enough for them not to be considered "new"?

RogerMG: Well, that's what I'm asking here. How long does it take to get an innovation into the schools now? Is it still 20 to 30 years, or has that been shortened?

DavidW: are there incentives for innovation, typically, in education?

GeorgeK: I can't answer that one for sure, but suspect that we have more early adapters now and more external pressure to adopt sooner.

RogerMG: There is this thing called 'critical mass' . . .the idea that at least 30% of a total P have to accept the innovation before it will become 'common'.

DavidW: certainly

DavidW: but don't most people find teachers tend to teach in a manner reflecting their own learning experience?

RogerMG: That's directly related to both the 20 to 30 year thing of the past, but is most likely also true today.

RogerMG: What about other organizations other than schools . . .would you predict a shorter adoption time?

JeffC: is it reasonable to expect that 20 to 30% of the teachers will find a way to transcend NCLB requirements and add tech/constructivism/etc. on top of the mandates, etc.? will students be able to actively engage and participate online when 90% of their computer tasks are related to meeting high stakes testing requirements?

GeorgeK: Yes, if the orgs are productivity driven.

BJB2 agrees with George

RogerMG: So, we can expect business organizations and perhaps the military to have shorter adoption spans.

BJB2 . o O (when the bottom line is \$ the org will invest more time and money in training)

RogerMG: Good point BJ . . .that will also come up in the five to six time slot tonight.

JeffC: so the focus will/should be to get business and military onboard with OL so that they may in part infuse that need into K-12 etc.?

GeorgeK: In most places outside of ed, orgs ask their customers/constituents what the finished product should be like. In ed, something else happens.

RogerMG: No ... they're already there . . .I think George hit on the major issue ..
.Productivity.

RogerMG: Is productivity for the schools, people processing, or is it learning?

JeffC: well... that's something admins would/could/should respond to... especially if they are "promised" a rise in AYP.

JeffC: to admins it's AYP... a rise in test scores.

JeffC: personally, I believe some tech applications, such as speech to text etc. can be made to show that... but it's not used (for the most part) in K-12.

RogerMG: From my experience in the schools, it's more people processing . . .with a tad of learning. Is something wrong with this equation?

JeffC: but admin read a (flawed) report saying "no significant difference in test scores whether tech or not" and it's not on their radar.

GeorgeK: but do the tests test for the right (needed) learning?

DavidW: question is whether tests probe for what might be learned using technology

JeffC: computers are (mis)used for the most part in K-12 schools with some drill and kill (usually) very expensive proprietary software aimed at reading and math.

DavidW . o O (problem-solving, creativity vs. facts)

RogerMG: George . . .or are the tests just a part of the people processing?

GeorgeK: probably

DavidW: My sister studying to be a registered architect had to memorize facts no one would ever do, normally - one would look up the details in some reference work

DavidW . o O (hurdle to jump over)

RogerMG: OK . . .so we're struggling with the early stages of mass tech. adoption in the

schools. (Actually, it started a long time ago with Ed. Radio.)

JeffC: Harpers had an article several years ago about the military/corporate foundation our K-12 schools are based on... the architecture (of schools and classroom arrangements) as well as the didactic style of teaching. When you're talking about "training" or learning "stuff" of course both the military and corporate worlds are comfortable with that environment. It doesn't work so well in today's K-12.

JeffC: constructivist theory is still a long ways away from mass adoption into K-12 practice.

DavidW: easier to kick people out of the military/business, yes?

JeffC: Pentagon Capitalism: a study in the military-industrial complex (from my days at Cal).

RogerMG: Check out a book, The Great School Wars by Diane Ravitch. It gives a great history of the roots of our schools. Also Michael Katz, Class, Bureaucracy and the Schools

DavidW: That's a GREAT book, Roger

DavidW read that for a class in urban education

RogerMG: Katz or Ravitch?

DavidW: Ravitch

JeffC: if you're truly talking about transforming education through tech... and getting students much more actively involved in their own education, it's going to have to overcome quite a bit of inertia, politics, and a society that emphasizes conformity rather than rebellion.

JeffC: Great School Wars:

http://books.google.com/books?id=qjX0W6NTRoAC&dq=&pg=PP1&ots=IYVFoMZXkg&sig=YRIEayWMuM3pIvzkVb8E_iBH10E&prev=http://www.google.com/search%3Fq%3Dgreat%2Bschool%2Bwars%26ie%3Dutf-8%26oe%3Dutf-8%26aq%3Dt%26rls%3Dorg.mozilla:en-US:official%26client%3Dfirefox-a&sa=X&oi=print&ct=title

GeorgeK: Well, we few are the choir, how do we get others to hear and pay attention to the singing?

JeffC: <http://snurl.com/schoolwar>

RogerMG: Jeff . . . maybe compulsory education . . . invented in the 19th century . . . just

doesn't fit anymore. Kids are 'forced' to go to school. What do you think?

JeffC: I say we hook up miniature speakers in all the K-12 classrooms of the country and arrange for Papert to hold a 15 minute guerilla presentation.

JeffC: good point Roger... force usually implies resistance.

JeffC: my goal has always been to facilitate--motivate--validate--collaborate

DavidW . o O (Home-schooling - over 1 million students, I believe)

RogerMG: Well . . .their parents are 'forced' in a way too.

JeffC: right... and over 25,000 at my home alone!

JeffC: parents were disenfranchised from education by their own upbringing.

JeffC: it was something to accomplish, get a piece of paper, and move on.

RogerMG: And . . . the professionalization of ed. to Jeff.

JeffC: all back to the whole "lifelong learning" issue... if it's a "task"... it's onerous... we need to make education "ownerous."

JeffC: right... professionalization sux.

RogerMG: Just like the legal and medical professions. . .we produced experts.

JeffC: heck... I couldn't even get credentialed in Oregon due to NCLB.

JeffC: even though I hold a valid CA credential.

JeffC: and since I don't have a Masters... I can't teach here.

DavidW: The educational technology "industry" is increasingly about selling more stuff - to schools

JeffC: except subbing... which I'll be doing... bringing my teaching career full circle.

RogerMG: I talked with a person from Hawaii the other day who

DavidW thinks Jeff is highly qualified

JeffC: of course... that's why my kids' school uses Pearson (formerly CCC) for several hundred K, but can't afford a few grand to hire me.

JeffC doesn't want to be a K-12 teacher really... unless I can do what I do best.

JeffC: which means some sort of charter where I can work round the clock on tech/curriculum issues.

RogerMG: Don't get me wrong . . .I'm not against either professionalization or compelling people to go to school . . .it's more about the values these are based on. It's go to 'that' school, not if you don't go to that school here are some other ways you can learn.

JeffC: well... I need a masters apparently... and the best way probably is through Walden online.

DavidW . o O (then you can criticize them from the inside, Jeff)

JeffC: only 11K... gotta find money somehow... of course... I'll be biting the bullet the whole way.

JeffC: exactly!

RogerMG: Why not!?

JeffC can hardly wait for them to assign Tapped In to me.

JeffC: oh... me and Walden go waaaaaaaaaayyy back, Roger.

JeffC: their professors constantly assign Tapped In to their students.

RogerMG: George has a doctorate in business from Nova U.

JeffC: so we get literally *hundreds* of students logging in here... but their professors don't have accounts... don't schedule anything... so we end up having to help teach that segment of their class for them.

JeffC: and at the same time... we don't really build our community.

JeffC: this is an example of "task oriented" BS.

GeorgeK: Most of the state U's now have on-line degrees/courses, too.

JeffC: which is indicative of old style teaching techniques and virtually no community awareness.

JeffC: I got into a fight with a prof here over that once as well. I could look into it George... indeed... before I die I'd like to have a phd somehow.

RogerMG: That's another alternative, if Walden doesn't work for you . . .We need the

same sorts of things available on k-12 level . . .different alternatives if we don't want to lump everyone into the same people processing plant.

JeffC: but I've been rebelling against education for my entire life.

JeffC: it took me 17 years to get my B.A. and teaching credential (5 majors at Berkeley, degrees from sfsu)... so yeah... taking *more* school?

JeffC: to learn *what* exactly?

JeffC: to be in what kind of program/virtual community which will *sustain* their support after I am through with their program, which will ostensibly teach me how to teach online.

JeffC: do you see the irony, catch-22, and frustration exuding from me about this?

JeffC tries exuding irony.

RogerMG: Hummm sounds like me Jeff before I actually 'signed up' for my doctorate study.

DavidW wipes up the puddle of irony forming around Jeff's shoes

JeffC: I've got 3 kids (taking care of two more today)... a single dad with no job or money... and you want me to study?

JeffC: you want to mentor me?

JeffC: figure out a way to do this through Notre Dame?

JeffC: see... I'm not against studying... or certainly advancing my own skill set.

RogerMG: Not me . . .I'm helping David clean up the irony:-)

JeffC: I'm just not keen on paying money I don't have... for learning *what*?

JeffC: am I *really* going to benefit from a masters course at Walden?

DavidW: Well, it would be interesting to figure out a way to "value educationally" something like Jeff's contribution to Tapped In

JeffC: other than that fantastic piece of paper?

JeffC: hell... I'd do my masters thesis on tapped in.

JeffC feels he already has.

JeffC: but I'm locked out of many doors now.

JeffC: especially in my local district (they don't even return calls for meetings)

JeffC: which leads me to maybe my next step (aside from subbing) is to address the school board.

JeffC: as a parent/educator.

DavidW wonders if there are alternative certification programs in Oregon (way around NCLB)

JeffC: we had (have) a tremendous tech plan from over 5 years ago which has been thoroughly ignored.

JeffC: oh... yeah... that's one possibility... get my local district to take the write off on my credential.

JeffC: they should... considering it won't cost them anything.

JeffC: and I was thinking if I could get them to pay me 1K a month and let me do what I do best (go from school to school with tech/curricular support to those who want it), then it could build into something.

JeffC: that's what I'm going to pitch to them. Teaching Credential + 1K a month for sustained in person and online support for their teachers/students/parents.

JeffC: all this coupled with my idea about integrating speech to text into the laptops, etc. in K-4, SPED, ALTED etc.

DavidW . o O (good idea)

GeorgeK: Jeff, send me an e-mail tomorrow at klemicge@lewisu.edu and I'll suggest some other possibilities.

JeffC: yeah... well... I've made similar before and the answer is always: wait'll next year.

JeffC: thanks George

JeffC: ok... I've hijacked this meeting enough.

DavidW: Roger, where are your colleagues on this?

JeffC shuts up and hands the floor back (while dealing with the kids here)... is afk.

DavidW smiles

RogerMG: On Jeff's issue? Or . . . ?

DavidW: well, not necessarily Jeff's, but, more on technology in education

DavidW: Are you out in front? Do they see what you are doing as innovative?

RogerMG: The School I am in is pretty much wired . . . a couple still holding out, but largely most are involved in one way or another. In other Schools, (LA for instance) there is very little action, same with social sciences.

DavidW: so, it may take those 20-30 years before the innovation gets there?

RogerMG: Yes. I think we are being innovative in some ways David. We could do better.

DavidW smiles

RogerMG: Well . . . we do not have a huge endowment, so if we wait 30 years, there may be no place to wait:-)

DavidW: real estate values will probably keep going up on the Peninsula, though

RogerMG: Only so many places to live on that little strip of land.

RogerMG: People keep pushing out towards the foothills of the Sierra to live.

RogerMG: 2-3 hr commutes common

DavidW: people in Pennsylvania commute to Manhattan

DavidW: again, one might see technology creating value in this scenario

RogerMG: Get up at 3, on the road at 4, out of work at 7, home at 9 or 10 eat, have a beer, go to bed and start the whole thing over again.

DavidW . o O (savings on time, energy usage, etc.)

RogerMG: Have to end this and go to FROL. See you folks. It's been . . . interesting:-)

DavidW smiles

GeorgeK: Thanks everyone.

BJB2: Thanks, Roger

